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AUTHOR	McConney, Andrew; Ayres, Robert; Todd-Goodson, Deanna; Cuthbertson, Laurel
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ABSTRACT

This report presents the findings of year 2 (July 1998-June 1999) of the third-party evaluation of the effectiveness of the Oregon Structure of Intellect (SOI) Model Schools Pilot Program, a program based on the learning theories and Structure of Intellect model attributed to J. Guilford. The SOI program, developed by R. and M. Meeker, uses a combination of structured curriculum in the form of modules and an in-school SOI Learning Center to teach and develop important learning abilities for students. The SOI program focuses on 26 learning abilities claimed to be critical for effective learning. In year 2, 19 elementary schools in Oregon participated in the SOI pilot program and evaluation. The evaluation also studied 19 comparison schools that did not participate in the SOI program. Data were collected through observation, surveys of staff, and qualitative evaluations through site visits. The evaluation focused heavily on the impact of the SOI program on students. In year 2, as in year 1, no measurable or easily identifiable benefits for students were detected. However, SOI specialists and technicians and most school administrators remained enthusiastic about the program, and most students seemed to enjoy the SOI Learning Center activities. Two-thirds of teachers surveyed believe that the SOI curriculum is helpful for student learning. Overall, the absence of SOI program effects, given the newness of the program and the difficulties of starting any new program, is not surprising. Some recommendations are made for increased accountability and program improvement. Ten appendixes contain supplemental information about the SOI schools, some materials used in the evaluation, information about survey respondents and focus groups, and some data collection forms. (Contains 4 figures, 15 tables, 9 graphs, and 6 references.) (SLD)

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Third Party Evaluation of the Effectiveness of the Structure of Intellect Model Schools Pilot Program

YEAR 2 REPORT
JUNE 30, 1999

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Third Party Evaluation of the Effectiveness of the Structure of Intellect Model Schools Pilot Program

YEAR 2 REPORT
JUNE 30, 1999

ATTN: KIM SHERMAN

OREGON DEPARTMENT OF EDUCATION
OFFICE OF SPECIAL EDUCATION
255 CAPITOL STREET NE
SALEM OR 97310-0203

TEACHING RESEARCH DIVISION

WESTERN OREGON
UNIVERSITY

Teaching Research SOI Program Evaluation Team:

Andrew McConney, PhD, Principal Evaluator, Project Director

Robert Ayres, PhD, Evaluation / Research Specialist

Deanna Todd-Goodson, Traveling Observer / Case Study Specialist

Laurel Cuthbertson, Technical Support and Logistics Specialist

SOI Program Evaluation Steering Group:

Dr. Joel Arick, Professor, Special Education and Counselor Education, School of Education, Portland State University

Dr. Glen Fielding, Assistant Superintendent, Instruction and Curriculum, Willamette ESD

Dr. Larry Irvin, Professor and Associate Dean for Research and Outreach, College of Education, University of Oregon

Dr. Jack Stoops, Superintendent, Lincoln Co. SD

Oregon Structure of Intellect™ (SOI®) Model Schools Pilot Program

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YEAR 2 THIRD-PARTY EVALUATION REPORT

Acknowledgment

With gratitude, we acknowledge the following:

- The students, teachers, administrators, and office personnel of the 19 Oregon elementary schools that piloted the SOI Model Schools Program in 1998-99, who welcomed us in their schools, and provided the data on which this report is based;

- The students, administrators, and office personnel of the 18 unnamed Oregon elementary schools that served as comparison schools, who provided data essential for the comparative, value-added approach of this evaluation study;

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Andrew McConney
Robert Ayres
Deanna Todd-Goodson
Laurel Cuthbertson

Third Party Evaluation of the Effectiveness of the Structure of Intellect Model Schools Pilot Program

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TEACHING RESEARCH
THIRD-PARTY EVALUATION

YEAR 2 REPORT

Executive Summary

This report is prepared under contract for the Oregon Department of Education (ODE), Office of Special Education. The report represents Year 2 (July 1998-June 1999) of the Teaching Research third-party evaluation of the effectiveness of the Oregon Structure of Intellect™ (SOI®) Model Schools Pilot Program (the "Program").

The SOI Program has been developed by Drs. Robert and Mary Meeker of Vida, Oregon, based on the learning theories and Structure of Intellect model attributed to J. P. Guilford. For the SOI Model Schools Pilot Program in Oregon, training of school personnel, materials, and ongoing support are provided by Intellectual Development Systems, Inc. of Annapolis, Maryland, represented by Mr. Alan Hooper. IDS is the exclusive, worldwide provider of the SOI Program for schools, and markets its services under the 'BRIDGES' name.

According to its literature, the SOI Program uses a combination of structured curriculum in the form of modules, and an in-school SOI Learning Center, to teach and develop important learning abilities for students. The SOI Program focuses on twenty-six intellectual abilities that are claimed to be most critical to effective learning; for example, the abilities needed to acquire, store, evaluate, and use information.

In Year 2, 19 elementary schools in Oregon participated in the SOI Pilot Program and evaluation. Three schools continued from the previous year: Adrian and Vale Elementary Schools in far-eastern Oregon, and Captain Robert Gray Elementary School in Astoria on the northern coast. Sixteen additional elementary schools joined the Program in 1998-99, representing all regions of the state. This evaluation also employed 19 comparison schools that did not use the SOI Program. Each of these schools was carefully matched to one of the SOI schools using variables such as school size, attendance rate, scores on state assessments in math and reading/literature, and socioeconomic rank within the state.

For Year 2 of the evaluation, as for Year 1, a set of questions asked by the Department of Education and the Oregon Legislature in 1997 Senate Bill 3 formed the core of the third-party evaluation. This set of questions operationally defined SOI Program "effectiveness" and included the following:

1. Is there a significant difference in students' academic performance in mathematics and reading/literature between schools experiencing the SOI Program and similar schools that do not participate in the Program?

2. Is there a significant difference in the levels of Special Education referral between schools experiencing the SOI Program and similar schools that do not participate in the Program?

3. Is there a significant difference in the levels of behavior referral between schools experiencing the SOI Program and similar schools that do not participate in the Program?

4. Is there a significant difference in language acquisition rates for students with English as a second language between schools experiencing the SOI Program and similar schools that do not participate in the Program?

5. Is there a significant difference in attendance rates between schools experiencing the SOI Program and similar schools that do not participate in the Program?

To better allow the detection of SOI Program effects, the evaluation employed a variety of data collection methods using a variety of sources, at several points in time. First, student achievement data in reading/literature and mathematics from Oregon's Statewide Assessments at benchmark grades 3 and 5 were collected with the cooperation of Department of Education staff.

Second, data collection instruments were developed and provided to staff of SOI and comparison schools. These instruments were developed to collect data on student referrals for special education services, student referrals for inappropriate behavior, numbers of students entering or leaving English as a second language (ESL) services, school attendance rates, and levels of teacher satisfaction with the SOI curriculum.

Three qualitative methods were used to supplement the quantitative lines of data. First, 79 site visits by the evaluation team were conducted at SOI schools. School visits included an initial visit to each school with approximately quarterly visits thereafter. Second, 13 individual student case studies, 5 continuing from Year 1, were completed for the evaluation in Year 2, and included about 20 additional school visits. The case studies allowed the evaluation team to study in detail how the SOI Program (particularly, the Learning Centers) worked for individual children. Third, 5 focus group meetings (2 for teachers and 3 for SOI Specialists/Technicians) provided unique opportunities to learn directly from groups of stakeholders on questions central to the program evaluation.

Thus, in line with ODE directives, the Year 2 evaluation focused heavily on the impact of the SOI Program for students in participating schools. To this point, according to the data collected and analyses conducted, no practical differences have been observed between the 19 pilot SOI schools and the 19 comparison schools chosen for the evaluation. In other words, there have been no SOI Program effects evident in any of the key areas addressed by the evaluation, including: student academic performance at Grades 3 and 5 in Mathematics and Reading/Literature; levels of Special Education referral; levels of behavior referral; and, changes in school attendance rates. These findings are consistent with those given for Year 1 of the evaluation. In summary, no measurable, or generally identifiable, benefits for students from the SOI Pilot Program have been detected at this stage in the evaluation of the Program.

Further, it is noteworthy that when faced with the choice between keeping the SOI Pilot Program another year (1999-2000) or securing an additional regular teacher under the federal "class size reduction" initiative, one SOI school chose the extra regular teacher over the Program. This is particularly significant because this school is one of the 3 original SOI pilot schools in Oregon.

Still, the evaluation of SOI Program effectiveness depends somewhat on the perspective represented. Certainly, at the level of the school, or grade, the quantitative data gathered shout the absence of measurable program effect. On the other hand, equally loud, the SOI Specialists/Technicians and, to a large degree, school administrators remain enthusiastic and positive about the program, and notably hopeful of its benefits for children. This enthusiasm is also true for many of the students who have been served by the SOI Program, particularly the SOI Learning Centers. Most students seem to enjoy the SOI Learning Center activities, and there are anecdotal reports, particularly from the case studies, that some students and their parents and teachers believe the Program has helped them behaviorally, emotionally, and academically.

Moreover, according to the teacher surveys, two-thirds of classroom teachers agree that the SOI curriculum is "helpful for students' learning generally." This proportion increased as the academic year progressed, and represents considerable advocacy for the Program. Yet, teachers also had qualitative concerns. For example, a number of teachers in benchmark grades expressed serious concern about the loss of instructional time for teaching Oregon standards. And, when asked directly, although most teachers indicated that they would be happy to keep the SOI Learning Centers, they remain somewhat equivocal about the SOI classroom curriculum.

This uncertainty about the SOI Program and its costs and benefits for children is mirrored by the views of SOI staff in the schools who report considerable variability among schools in terms of how the Program was adopted, and in terms of how it was implemented. For example, not all schools sought consensus from teachers before bringing the Program to the school, and this, as well as the timing of the initial training led to some friction between SOI school staff and teachers, particularly at the start of the school year. Also, when asked to rate teachers' implementation of the Program, most Specialists and Technicians gave high marks, but a considerable number (5 of 19) gave moderate scores on a scale of 1 to 10. Thus, the fidelity of Program implementation varied considerably across schools, although the commitment, enthusiasm, and effort of SOI school staff remained consistently high throughout the year.

In addition, it should be carefully noted that in this first complete year of implementation only about 10% of the students assigned to the SOI Learning Centers completed their individual programs. This was the case despite the contention of the SOI Program developers that "the Program is designed to work within the time span of one school year…treatment plan(s) usually takes seven months or less—depending on what problems present" (R. Meeker, personal communication, Vida, OR, November 19, 1998).

Overall, given considerable variability in schools' fidelity of Program implementation, the typical problems associated with beginning new programs in the schools, as well as the small percentage of students actually completing their SOI Learning Center programs, the absence of SOI Program effects presented above is more expected than surprising.

This, however, does not lessen the SOI Program developers' accountability regarding the school-wide benefits they claim for the Program, and regarding pilot schools' needs for appropriate training, materials, and technical support. On the latter dimension, a number of recommendations from SOI school staff and teachers are presented in summary here, and in greater detail in Section III.

- √ School staffs recommended training sessions scheduled earlier in the year so that they would have additional time to provide support for their building colleagues (teachers).
- √ School staffs were concerned about the rigidity of the training and the lack of opportunity for questions and answers.
- √ School staffs expressed an eagerness for additional training, especially if it could be delivered on-site and/or with the opportunity to work with "real kids."
- √ School staffs recommended much more consistent responses to commonly asked questions.
- √ School staffs recommended that trainers become much more familiar with the operations and realities of public schools and advocated that IDS reexamine the pricing and quality of materials provided to schools.
- √ Classroom teachers advocated for some training in the use of SOI modules.
- √ Several teachers recommended that they be provided an explicit explanation of the modules' content versus the requirements represented in Oregon's standards.
- √ Several teachers recommended reexamination of the developmental appropriateness of the SOI modules, including the instructions for teachers and students, and the lack of supporting materials for teaching the modules.

With regard the developers' claimed benefits for the SOI Program, careful synthesis of the data gathered for this evaluation does not support claims for school-wide improvements in academic achievement, reduction in referrals for special education services, reductions in referrals for inappropriate behavior, or improvements in school attendance rates.

TEACHING RESEARCH
THIRD-PARTY EVALUATION

YEAR 2 REPORT

I. Introduction

This Year 2 (July, 1998—June, 1999) report is organized in six major sections. The first section (Introduction) provides necessary background for the program evaluation including brief descriptions of the purpose of the evaluation, the Structure of Intellect™ (SOI®) Model School Program, the questions that form the focus of the evaluation, and the methods used and types of data gathered that address those questions. The second (Settings) and third (Program Implementation) sections provide additional context descriptions that frame the evaluation of the SOI Program. The "Settings" section provides brief descriptions of the nineteen Oregon elementary schools that implemented the program during the 1998-1999 school year, and the "Implementation" section describes a number of issues related to the implementation of the program in the schools. These descriptions provide important information for understanding the evaluation results generally. The fourth section (Findings) comprises the data gathered and analyses conducted to date. This section is presented in six parts organized around the questions under examination, for instance, student achievement, or special education referrals. The fifth section (Summary) provides a synthesis of the evaluation's Year 2 findings. The last section (Appendixes) includes supplementary materials such as case study reports of students who participated in the SOI Program, focus group protocols and transcripts, and the instruments developed and used for gathering data from the schools during Year 2 of the evaluation study.

Purpose of the Evaluation Study

Simply stated, the primary purpose of this third-party evaluation is to determine the effectiveness of the Structure of Intellect (SOI) Model School Program (the "Program"), as implemented in a pilot program in 3 Oregon elementary schools beginning in February 1998, and extending to 16 additional elementary schools for the 1998-1999 academic year.

For this program evaluation, "effectiveness" is operationally defined as:

- improvements in student achievement in language arts and mathematics;
- decreases in referrals for special education assessment and/or services;
- improvement in students' behavior;
- improvement in students' rates of English language acquisition (for students whose primary language is other than English); and,
- improvement in school attendance rates.

This definition of program effectiveness is in line with the key questions asked in the Oregon Department of Education's request for proposal (ODE, January, 1998), and with Oregon Senate Bill 3 (1997).

It was the shared understanding of the Oregon Department of Education, Office of Special Education, and the Teaching Research evaluation team that because of the mid-year start for the SOI Program and the short duration (mid-February 1998 through mid-May 1998) of its initial implementation in 3 schools, that while a comprehensive array of data gathering techniques were used in the evaluation, the findings of the Year 1 report were tentative. Further, it was understood that the Year 1 report represented the foundation for continuing the program evaluation toward more definitive answers regarding program effectiveness by the end of the now concluded 1998-99 school year. In essence, an important priority for the Year 1 evaluation and report was ensuring that all aspects of the monitoring and evaluation system were working optimally.

Structure of Intellect Model School Program
The SOI Program was (and continues to be) developed by Drs. Robert and Mary Meeker of Vida, Oregon, based on the learning theories and Structure of Intellect model attributed to J. P. Guilford. For the SOI Model School Pilot Program in Oregon, SOI materials, training of school personnel, and ongoing support are provided by Intellectual Development Systems, Inc. of Annapolis, Maryland, represented by Mr. Alan Hooper. IDS is "privately held and capitalized. The company has facilities in San Diego, CA, where research and development is located, and in Eugene, OR, where training and customer support operations are based" (IDS, 1997a, p. 8). "IDS is the exclusive, worldwide provider of this system in learning institutions worldwide, and markets the service under the 'BRIDGES' name" (IDS, 1997a, p. 4).

According to its own literature, the Structure of Intellect (SOI) Model School Program is an education program that uses a combination of structured curriculum in the form of classroom modules, and an in-school SOI Learning Center (aka, SOI Lab) to teach and develop important learning abilities for students. The SOI Program focuses on twenty-six intellectual abilities that are claimed to be most critical to effective learning; for example, the abilities needed to acquire, store, evaluate, and use information. These twenty-six abilities are taught in activities grouped around *learning preparation, learning enhancement*, and *learning remediation* (IDS, 1997a). Learning preparation is addressed in classroom exercises that are designed to take place for 15-20 minutes per day. Similarly, learning enhancement is also accomplished through classroom activities. In both cases, SOI classroom modules are articulated in difficulty through eight to twelve exercises, and all materials are provided to the classroom teacher with no teacher preparation required. Learning remediation, on the other hand, is addressed in the SOI Learning Center where students are assessed in terms of cognitive abilities, perceptual skills, and sensory-motor skill integration. Students' learning ability deficiencies are diagnosed and treatment plans (Integrated Practice Protocol, IPP) are provided either on a group basis (grades K-2) or on an individual basis (grades 3-5/6). Students participate in SOI Learning Center activities for 30-40 minutes, twice per week (IDS, 1997a). The SOI Program (classroom modules and Learning Center activities) are designed as a "treatment" to be completed by students within 7 months, that is, the time span of a normal school year (R.Meeker, personal communication, Vida, OR, November 19, 1998).

According to the SOI Model School literature, SOI instruction and an SOI Learning Center housed in each participating school lead to improvements in the achievement levels of *all* students. Further, according to SOI literature, students with learning disabilities—who heretofore have consumed a disproportionate share of educational resources—*will no longer have learning disabilities*, and consequently will not require the levels of resources previously applied. Specifically, IDS and SOI staff claim:

> It is the expectation of this program that the students will be cured of their learning disabilities—i.e., they will then be able to function in a regular classroom, not a remedial classroom. (Meeker, Meeker, & Hochstein, 1996, p. 6)

and,

> Because the Program measurably improves general academic performance, the mind's ability to focus, and overall intellectual competence, in school, it reduces referrals to Special Education, developmental instruction, disciplinary action, etc. (IDS, 1997a, p. 1).

Thus, the developers and providers of the SOI Program state that participating schools can expect the following outcomes

- increased academic performance;
- decreased special education referrals;
- decreased disciplinary referrals; and,
- increased school attendance.

Additionally, based on the question content of student assessment and self-assessment instruments developed by IDS for its own program evaluation (IDS, 1997b), the implied expectation is that measurable improvements will occur in students' self-esteem as a result of the SOI Program.

Questions Addressed by the Evaluation

Teaching Research Division's third-party evaluation of the Structure of Intellect Model Schools Pilot Program is investigating the effectiveness of the program with regard to academic performance, special education referrals, behavior referrals, language acquisition for students with English as a second language, and school attendance for students of participating Oregon elementary schools.

The evaluation thus focuses heavily on the *impact* of the SOI Program for students in participating schools. To assess SOI Program impact, the Teaching Research team is addressing the following key questions:

1. Is there a significant difference in students' academic performance in mathematics and reading/literature between schools experiencing the SOI Program and similar schools that do not participate in the Program?

2. Is there a significant difference in the levels of Special Education referrals between schools experiencing the SOI Program and similar schools that do not participate in the Program?

3. Is there a significant difference in the levels of behavior referrals between schools experiencing the SOI Program and similar schools that do not participate in the Program?

4. Is there a significant difference in language acquisition rates for students with English as a second language between schools experiencing the SOI Program and similar schools that do not participate in the Program?

5. Is there a significant difference in student attendance rates between schools experiencing the SOI Program and similar schools that do not participate in the Program?

Overall, to answer the five key questions posed above, the Teaching Research evaluation team has employed a quasi-experimental design supplemented by selected case studies, teacher surveys, focus group interviews, and on-site observations. The general evaluation design is depicted by the schematic in Figure I.1.

Procedures used to Gather, Analyze and Interpret Data

For Year 1, and now for Year 2 of the SOI Program evaluation, a variety of quantitative and qualitative data have been gathered using a variety of collection methods. First, and central to the evaluation, student achievement data in reading/literature and mathematics from Oregon's Statewide Assessments at benchmark grades 3 and 5 have been collected with the cooperation of Department of Education staff. Second, data collection instruments (see Appendix 10) were developed by the Teaching Research team and provided to staff of SOI and comparison schools. These instruments were developed to collect quantitative data on student referrals for special education services, student referrals for inappropriate behavior, numbers of students entering or leaving English as a second language (ESL) services, school attendance rates, and levels of teacher satisfaction with the SOI curriculum modules.

Both statewide assessment data and the data provided directly by participating schools have been used in graphical and statistical analyses to provide beginning and ongoing answers to the five key evaluation questions posed above. To "level the playing field" as much as possible before statistical comparisons were made, comparison schools participating in both Years 1 and 2 were carefully selected to match the SOI pilot schools. Each comparison school was closely matched to an SOI peer school using variables such as school socioeconomic status (SES) rank, school size, and previous performance on state assessments (by grade). After matching, most statistical analyses were conducted using analysis of variance (ANOVA) and/or more sophisticated analysis of covariance (ANCOVA) routines with SPSS™ software.

Three qualitative methods were used to supplement and support the 6 quantitative lines of data. The qualitative data gathering was particularly useful and important during the first year of the SOI pilot and evaluation and has complemented the quantitative data collected during this Year 2 evaluation. Thus, the qualitative data allow deeper understanding of the SOI Program and its possible effects for students and teachers than would have been possible using only large scale or school-wide quantitative data.

The first qualitative method employed was to visit participating SOI and comparison schools. School visits included an initial site visit to each school by the Teaching Research evaluation team, during which the team interviewed the school's principal and the SOI Learning Center Specialist and Technicians and inspected the school facilities designated for use as the SOI Learning Center. During these initial visits, the team also gathered useful school artifacts, such as each school's improvement plan for the current year that provided important background information for the evaluation. Subsequent to the initial visit, the evaluation team conducted periodic site visits. In addition, a "traveling observer" (Professor Todd-Goodson) collected student case study data. In all site visits and observations, informal interviews with principals and SOI school staff were conducted. The evaluation team completed a final site visit at each school in late May/early June 1999. At a basic level, these observations help monitor whether the SOI Pilot Program is implemented as designed and planned, and thereby help explain any observed differences among schools. Thus, beyond answering the primary and supplementary evaluation questions that ask whether or not significant differences exist between SOI and non-SOI schools on important outcomes, this evaluation included procedures that would help determine *why* differences exist between schools, if indeed they do.

The second type of qualitative method used was the case study. By providing detailed descriptions of the school and home backgrounds of selected children from multiple perspectives, case studies allowed the evaluation team to study how the SOI Program (particularly the SOI Learning Center) works for individual students and determine whether the effects of the Program could be traced for individuals. Further, because the case studies included file reviews, observations, interviews, and surveys, they allowed a broad range of stakeholder involvement in the evaluation. Specifically, the case study protocol included:

- reviews of students' school files;
- observations and interviews of students;
- surveys and interviews of parents and/or guardians; and,
- interviews with classroom teachers and school specialists, as well as SOI school staff.

Case studies were conducted on students from 8 of the 16 schools that initiated the SOI program this academic year (1998-1999), while follow-up studies were completed on 5 of the 6 students who participated the previous implementation year (mid-February 1998 to mid-May 1998). This provided a total of 13 case studies for the Year 2 evaluation. By drawing the complex realities that make up individual children's lives, the case studies provide support and understanding through illustrative anecdote for the quantitative analyses conducted.

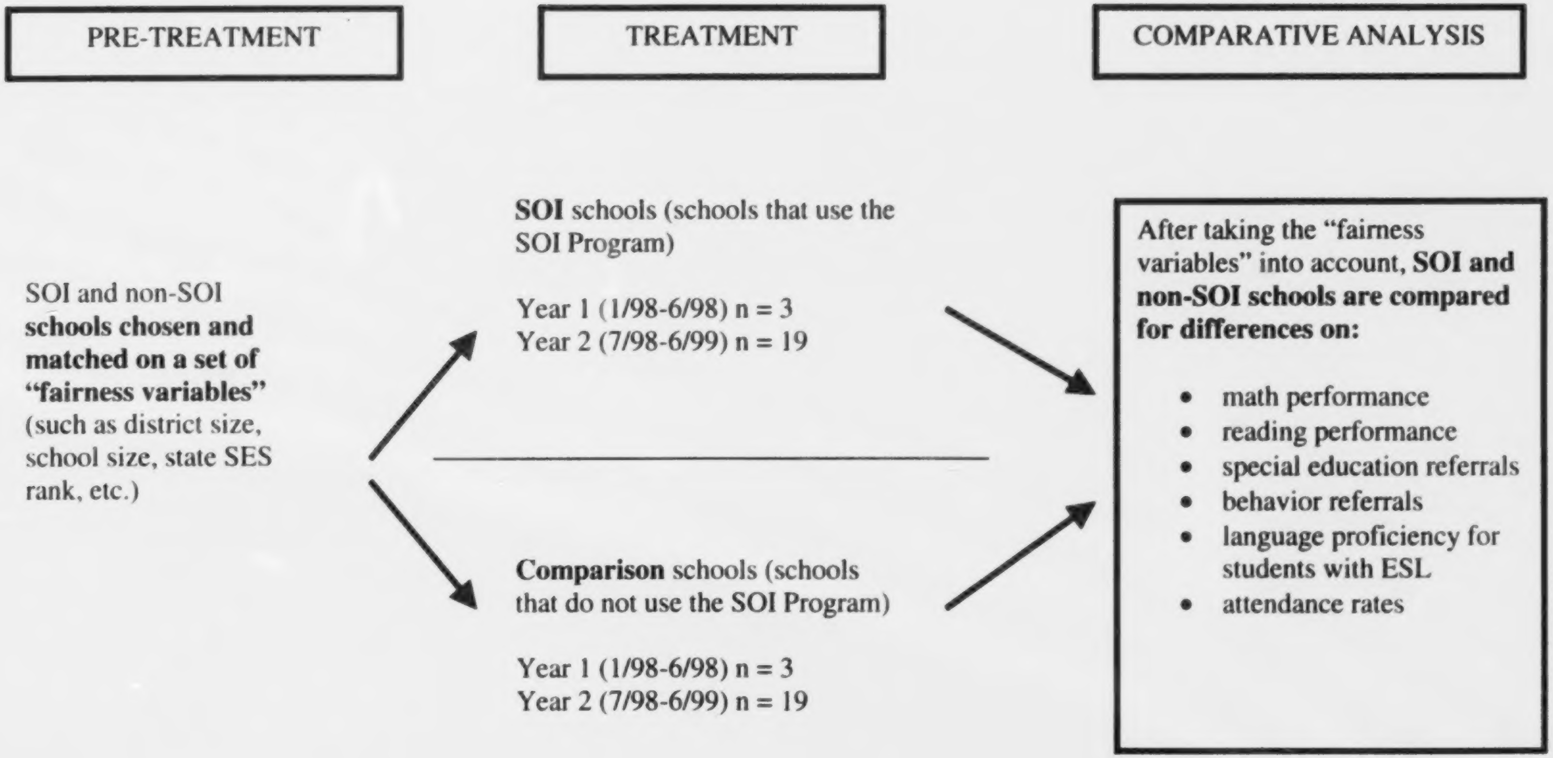
The third qualitative method used in this program evaluation was the focus group. Focus groups provide unique opportunities to learn directly from a group of stakeholders, in this case SOI Specialists and Technicians, and also classroom teachers, on questions of interest for the program evaluation. Importantly, the focus group method provides the opportunity for the stakeholder group to interact during the session so that views and answers that may not be forthcoming in individual interviews are given the opportunity to emerge. In Year 2, 5 focus groups were convened: 3 for SOI school staff and 2 for representative groups of classroom teachers chosen at random. In each session, the evaluation team posed questions pertaining to:

- SOI Program training and follow-up support,
- administrative support and program fit,
- parent and community reactions to the SOI pilot program,
- classroom teacher implementation of and reaction to the SOI modules,
- SOI school staff reaction to this third-party evaluation, and, most significantly,
- perceived SOI Program effects and/or impacts for students (see specific focus group questions in Appendix 6).

Similar to the student case studies, the focus group meetings provided important supporting detail for the quantitative analyses that address the main questions posed. Specifically, the data collected from the focus groups served a number of purposes, including

1) confirming or disconfirming the results collected from the teacher satisfaction survey;
2) clarifying and/or confirming information gathered during site visits to SOI schools; and,
3) providing insight that helps explain observed differences, or the lack thereof, among SOI schools, and/or between SOI and non-SOI schools.

Overall, a broad array of data has been brought to bear on answering the questions central to this evaluation. These data were carefully gathered from multiple sources using diverse techniques at multiple points in time over the course of the school year. When appropriately synthesized, these data provide a rich picture from which to reach solid evaluative conclusions, at this point in time, about the SOI Program and its implementation in 19 Oregon elementary schools.



PRE-TREATMENT

TREATMENT

COMPARATIVE ANALYSIS

SOI and non-SOI **schools chosen and matched on a set of "fairness variables"** (such as district size, school size, state SES rank, etc.)

SOI schools (schools that use the SOI Program)

Year 1 (1/98-6/98) n = 3
Year 2 (7/98-6/99) n = 19

Comparison schools (schools that do not use the SOI Program)

Year 1 (1/98-6/98) n = 3
Year 2 (7/98-6/99) n = 19

After taking the "fairness variables" into account, **SOI and non-SOI schools are compared for differences on:**

- math performance
- reading performance
- special education referrals
- behavior referrals
- language proficiency for students with ESL
- attendance rates

Figure I.1. **Overall Quasi-Experimental Design for Evaluation of the SOI Pilot Program**

II. Settings

The nineteen schools piloting the SOI Program in Year 2 of the evaluation are a fair sampling of Oregon elementary schools, including the Portland metropolitan area, central to far eastern Oregon, the Willamette Valley, and the Oregon coast. The schools represent a range of different contexts for teaching and learning.

Each school and surrounding community are briefly described alongside a school picture to give the reader a sense of the schools piloting the SOI Program in 1998-99. Table II.1 at the end of the section further summarizes school demographic statistics by grouping schools according to region. The table also provides each school's 1998 state assessment scores at grades 3 and 5 in reading and mathematics.

Adrian Elementary

Adrian Elementary is one of the original three schools to pilot the SOI Program beginning 1997-98. The school sits on the edge of town in Adrian, population 145, a small, rural far eastern town in Malheur County. The nearest major city is Ontario, approximately 25 miles away. The principal industries of the county are agriculture, livestock, and food processing, with the school district as the largest local employer. The median household income is at the 72nd percentile of the state.

Although the elementary school is a separate building, it shares the same grounds as the middle/high school. The school has 176 students in K-5; a new 6-8 configuration for the middle school was adopted this year. Adrian Elementary also has a fairly new principal who came to the position mid year '97-'98. Adrian is reported to have had some previous experience with SOI over twenty years ago. The school has a fairly low socioeconomic status (SES) rank in the state, at around 178 out of 770 for 3rd grade, and 209 out of 765 for 5th grade (higher numbers equate to higher SES). Student turnover is high, at approximately 27%. In addition, over 60% of the students qualify for free or reduced cost meals.

Allen Dale Elementary

Allen Dale Elementary sits just south of the Rogue River in Grants Pass, population 20,535, a fairly large southwest town in Josephine County. The nearest major city is Eugene, approximately 138 miles away. The principal industries of the county are manufacturing durable goods, retail trade, and health services, with a technology company as the largest local employer. The median household income is at about the 76th percentile of the state.

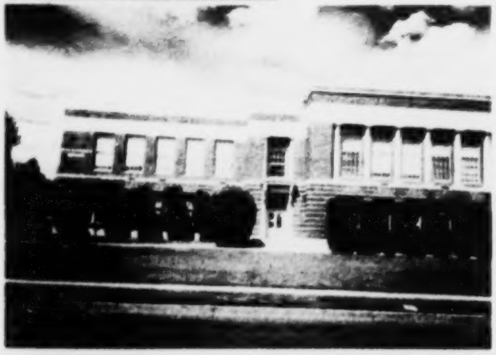
The school is situated on 22 acres, and has 442 students in grades K-5. Allen Dale is a Title I school, with over 50% of the students qualifying for free or reduced cost meals. Like Adrian, Allen Dale also had some experience with SOI some twenty-plus years ago. The school's staff consists of experienced practitioners, varying in age and diversity. Allen Dale's SES rank in the state is around 258 out of 770 for 3rd grade, and 239 out of 765 for 5th grade. Student turnover is approximately 24%. Four other elementary schools are in the Grants Pass area.

Bear Creek Elementary

Bear Creek Elementary sits in a neighborhood section on the southeast end of Bend, population about 33,740, a large central Oregon town in Deschutes County. The nearest major town is Redmond, approximately 16 miles away. The principal industries of the county are lumber, agriculture, and tourism, with one of its medical centers as the largest local employer. The median household income is at the 90th percentile of the state.

Bear Creek has 570 students at grades K-5. In addition to the SOI Program the school has several other special programs, including Children at Risk in Elementary (CARE), and Family Access Network (FAN). The school's SES rank in the state is 478 out of 770 for 3rd grade, and 469 out of 765 for 5th grade. Student turnover is approximately 11%. Thirty-seven percent of the students qualify for free or reduced cost meals. Twelve other elementary schools are in the Bend area.

Evergreen Elementary



Evergreen Elementary sits a few blocks from the downtown business area in Redmond, population 11,990, a medium sized central Oregon town in Deschutes County. The nearest major city is Bend, approximately 16 miles away. Like Bend, Redmond's principal industries are lumber, agriculture, and tourism, and in Redmond the school district is the largest local employer. The median household income is at the 91st percentile of the state.

Evergreen Elementary has 430 students at grades K-5. The school has a 3rd-year principal. Evergreen places special emphasis on student performance, literacy, parent involvement, and attendance. Evergreen's SES ranking within the state is around 339 out of 770 for 3rd grade, and 330 out of 765 for 5th grade. Student turnover is approximately 16%. At least 50% of the students qualify for free or reduced cost meals. Six other elementary schools are in the Redmond area.

Fairview Elementary

Fairview Elementary is a part of Fairview Community near a major freeway, within the Portland metropolitan area that covers the Multnomah-Washington Counties region. Fairview is specifically in Multnomah, Oregon's smallest but most heavily populated county, with well over a million people. In addition to being one of the nation's largest ports, another of the metro area's principal industries is the high technology sector, which is also one of its largest employers. The Fairview community itself has few businesses and is primarily residential, consisting of older, smaller homes.

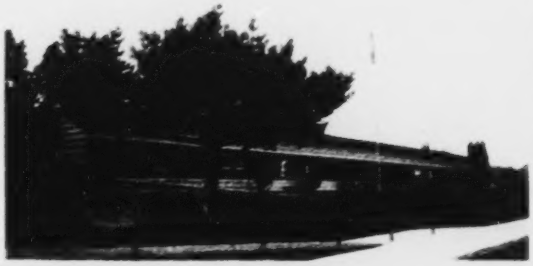
Fairview has 399 students in grades K-5 in a split level brick building. The SOI Learning Center is housed in an adjacent modular building. Fairview's SES rank in the state is around 346 out of 770 for 3rd grade, and 337 out of 765 for 5th grade. Student turnover is quite high, at approximately 22%. In addition, about 47% of students qualify for free or reduced cost meals.

Fossil School

Fossil Grade School is close to downtown Fossil, population about 500, a small north-central town in Wheeler County. The nearest major city is The Dalles, approximately 89 miles away. The principal industries of Wheeler County are agriculture, lumber, and tourism, and Fossil School is the largest local employer. The median household income is at about the 57th percentile of the state.

The school building was built next to a principle Oregon geological fossil bed. Fossil has 57 students in grades K-8. The school has a new principal of 1½ years. Fossil's SES rank in the state at 5th grade is around 480 out of 765. Student turnover is approximately 19%. Over 53% of students qualify for free or reduced cost meals. Fossil is the only elementary/middle school in the community.

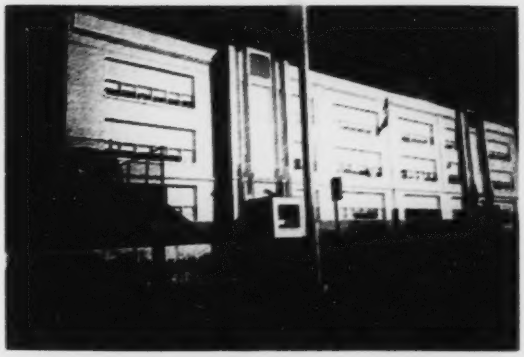
Goshen Elementary



Goshen Elementary sits on the southern edge of Eugene, population approximately 129,300, a mid-Willamette Valley town in Lane County. Goshen Elementary is actually a part of the Springfield school district of the neighboring town of Springfield. Eugene is a major Willamette Valley city. The principal industries of Lane County are agriculture, education (including Oregon's largest public university), and tourism, with one of its medical centers as the largest local employer. The median household income is at the 93rd percentile of the state.

Goshen Elementary has 100 students in grades K-7. The school has a new, part time principal. Goshen has few special services for students. The school's SES rank in the state is 475 out of 770 for 3rd grade, and 474 out of 765 for 5th grade. Student turnover is approximately 11%. Forty-seven percent of students qualify for free or reduced cost meals. Fifteen other elementary schools are in the Springfield school district, and 29 others are in the adjacent Lane County districts.

Gray Elementary



Captain Robert Gray Elementary is one of the original three schools to pilot the SOI Program beginning in 1997-98. The school sits above Young's Bay in Astoria, population approximately 10,110, a north coast town in Clastsop County. The nearest major city is Portland, approximately 95 miles away. Bordered by the Pacific Ocean and the Columbia River, principal industries include fishing, agriculture, and lumber, with the U.S. Coast Guard as the largest local employer. The median household income is at about the 92nd percentile of the state.

Gray Elementary is in a three story building, fairly recently painted with new playground equipment. The school has 277 students in grades K-5, and a 2nd-year principal. Gray's SES rank in the state is 358 out of 770 for 3rd grade, and 358 out of 765 for 5th grade. Student turnover is approximately 17%. Thirty-four percent of students qualify for free or reduced cost meals. Three other elementary schools are in the area.

Milner Crest

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Milner Crest Elementary School is in Coos Bay, population 15,635, a mid sized central coast town in Coos County. The nearest town is Roseburg, 90 miles to the east. The town's principal industries are wood products, fishing, tourism, and health care, with an area hospital as the largest employer. The median household income is at about the 80th percentile of the state.

Milner Crest has 251 students at grades K-5. The SOI Specialist is new to the district. The school's principal has had some previous SOI experience. Milner Crest's SES rank in the state is 378 out of 770 for 3rd grade, and 393 out of 765 for 5th grade. Student turnover is approximately 20%. A high 85% of students qualify for free or reduced cost meals. Six other elementary schools are in the district.

McGovern Elementary

McGovern Elementary sits in a residential area in Winston, population approximately 4,265, a southwestern town in Douglas County. In proximity is the larger town of Roseburg, 7 miles away. The region's principal industries are timber, mining, and agriculture, with a forest products company as the largest local employer. The median household income is in the 80th percentile of the state.

McGovern has 575 students in grades K-5. A new principal and a new behavior referral system is in place at the school. McGovern has a low SES rank in the state, ranking around 98 out of 770 for 3rd grade, and 99 out of 765 for 5th grade. Student turnover is approximately 25%. A high 66% of students qualify for free or reduced cost meals. Two other elementary schools are in the area.

Rhododendron Elementary

Rhododendron Elementary is in Florence, population 6,570, a middle coast town in Lane County. The nearest major city is Eugene, approximately 60 miles east. The principal industries in the area are agriculture, fishing, and tourism, with the school district as the largest local employer. The median household income is at the 93rd percentile of the state.

Rhododendron has 413 students in

grades 3-5. The school's 3rd through 5th grade configuration is somewhat unique, and the SOI Learning Center is housed in the Primary (K-2) school. Rhododendron's SES rank in the state is 371 out of 770 for 3rd grade, and 358 out of 765 for 5th grade. Student turnover is approximately 14%. About 44% of students qualify for free or reduced cost meals. One other elementary school is in the area.

Riddle Elementary

Riddle Elementary is in the town of Riddle, population 1,210, a small southwestern town in Douglas County. The nearest major city is Roseburg, approximately 25 miles away. The principal industries in the area are timber, mining, and agriculture, with a forest products company as the largest local employer. The median household income is at the 80th percentile of the state.

Riddle Elementary has 280 students in grades K-6. Riddle is a Title I school, with nearly 60% of students qualifying for free or reduced cost meals. Riddle, like Adrian and Allen Dale schools, has had previous experience with SOI twenty-some years ago. The school has high special education and at-risk populations. Riddle's SES rank in the state is fairly low, ranking 167 out of 770 for 3rd grade, and 173 out of 765 for 5th grade. Student turnover is approximately 15%. No other elementary schools are in the community.

Stella Mayfield Elementary

Stella Mayfield Elementary is in Elgin, population 1,745, a small northeastern town in Union County. The nearest major town is La Grande, about 17 miles away. The principal industries in the area are agriculture, lumber, and education, with a forest products company as the largest local employer. The median household income is at the 88th percentile of the state.

Stella Mayfield has 340 students at grades K-8. The school's second year principal focused on an interdisciplinary model of discipline this past school year. Nearly 24% of the student population has been identified as needing special services. Stella Mayfield's SES rank in the state is 542 out of 770 for 3rd grade, and 573 out of 765 for 5th grade. Student turnover is about 14%. About 45% of students qualify for free or reduced cost meals. No other elementary schools are in the area.

Sweetbriar Elementary

Sweetbriar Elementary is in the community of Troutdale, part of the metropolitan area around Portland. Troutdale is in Multnomah County, Oregon's most populated county, with about 1,039,500 people. In addition to being one of the nation's largest ports, another of the metro area's principal industries is the high technology sector, which is also one of the its largest employers. Troutdale is largely a middle class community.

Sweetbriar Elementary is situated in a well maintained residential district. The school has 524 students in grades K-5, and is in a newer building that features an open classroom design. The SOI Learning Center shares its room space with band. Sweetbriar's SES rank in the state is high, approximately 678 out of 770 for 3rd grade, and 662 out of 765 for 5th grade. Student turnover is low, at approximately 6%. About 18% of students qualify for free or reduced cost meals.

Thurston Elementary

Thurston Elementary is in Springfield, population 50,670, a large mid-Willamette Valley town in Lane County. The city of Eugene lies adjacent to Springfield. The principal industries in the area are agriculture, education, and tourism, with Springfield's school district as the largest local employer. The median household income is at the 93rd percentile of the state.

Thurston Elementary sits on the edge of a residential area. The school has 418 students in grades K-5, and the building has large classrooms and hallways. Thurston's SES rank in the state is fairly high, ranking 592 out of 770 for 3rd grade, and 566 out of 765 for 5th grade. Student turnover is approximately 16%. A low 14% of students qualify for free or reduced cost meals. Twelve other elementary schools are in Springfield.

Vale Elementary

Vale Elementary is one of the original three schools to pilot the SOI Program in its first year, beginning 1997-98. Vale Elementary is in the town of Vale, population 1,515, a small rural town in Malheur County. Vale is about 12 miles west of the Oregon/Idaho border, and the nearest major city is Ontario, approximately 16 miles away. Vale recently gained a full service grocery store. The principal industries in the area are agriculture, livestock, and food processing, with the Bureau of Land Management as the largest local employer. The median household income is at the 77th percentile of the state.

Vale Elementary has 495 students in grades K-5. The building was renovated last year, and expanded to add a new cafeteria and several classrooms. The district office is also located in the school building. Vale's principal works at both the elementary and middle school, which is 200 yards away. Vale's SES rank in the state is fairly low, at 104 out of 770 for 3rd grade, and 128 out of 765 for 5th grade. Student turnover is approximately 17%. About 55% of students qualify for free or reduced cost meals. No other elementary schools are in the area.

Waldport Elementary

WALDPORT ELEMENTARY SCHOOL

Waldport Elementary is in the town of Waldport, population 1,805, a small coastal town in Lincoln County. The nearest major city is Newport, about 15 miles away. The principal industries in the area are lumber, fishing, and agriculture, with a company that manufactures air fresheners as the largest local employer. The median household income is at the 83rd percentile of the state.

Waldport Elementary has 486 students in grades K-5. The school's building was brand new in 1998, and at this time also has many new teachers. Waldport's SES rank in the state is 224 out of 770 for 3rd grade, and 221 out of 765 for 5th grade. Student turnover is approximately 17%. About 48% of students qualify for free or reduced cost meals. No other elementary schools are in the area.

Warrenton Grade School

Warrenton Grade School is in the town of Warrenton, population 4,040, a northern coastal town in Clastsop County. The nearest major city is Astoria, approximately 5 miles away. The principal industries in the area are fishing, lumber, and agriculture, with a sawmill as the largest local employer. The median household income is at the 92nd percentile of the state.

Warrenton is the largest of the schools in the SOI Pilot Program, having 697 students in grades K-8. The school is nestled in a residential area on the town's west side, not far from Fort Stevens. Warrenton's SES rank in the state is 395 out of 770 for 3rd grade, and 385 out of 765 for 5th grade. Student turnover is approximately 13%. About 28% of students qualify for free or reduced cost meals. No other elementary schools are in the town.

Whitworth Elementary

Whitworth Elementary is in Dallas, population 12,020, a mid-sized, north Willamette Valley town in Polk County. The nearest major city is the state's capital Salem, approximately 13 miles away. The principal industries in the area are agriculture, forest products, and heavy manufacturing, with a producer of circuit boards as the largest local employer. The median household income is at the 98th percentile of the state.

Whitworth Elementary has 340 students in grades K-5. The school recently changed from a 1-5 to K-5 configuration. School boundaries also changed, increasing school size and diversity. Whitworth's SES rank in the state is 201 out of 770 for 3rd grade, and 185 out of 765 for 5th grade. Student turnover is fairly high, at approximately 22%. About 47% of students qualify for free or reduced cost meals. Four other elementary schools are in the area.

Table II.1: 1998-99 SOI Pilot Schools Demographic Statistics Summary

1998-99 SOI Pilot Schools						
	Central and Eastern Oregon Regions					
Variables	Adrian	Bear Creek	Evergreen	Fossil	Stella Mayfield	Vale
School Size	176	570	430	57	340	495
Location	Tiny far eastern town (Pop. 145)	Central city (Pop. 33,740)	Central town (Pop. 11,990)	Small north central town (Pop. 500)	Small northeastern town (Pop. 1,745)	Small northeastern town (Pop. 1,515)
Special/Unique Contextual Issues	Second year as SOI Pilot school. New K-5 configuration (new middle school); new principal mid '97-'98; previous experience with SOI 20+ years ago	Has several other special programs: e.g. Children at Risk in Elementary (CARE); Family Access Network (FAN)	Third year principal; special emphasis on student performance, literacy, parent involvement and attendance	K-8 configuration; new principal of 1½ years	K-8 configuration; new second year principal--second year focusing on inter model of discipline. 23-24% of students identified as needing special services (state funds 11%)	Second year SOI Pilot school. New expansion/ renovation.
1997 School Population Features						
% Student Mobility	27.1	10.7	16.3	18.6	14.2	17.5
% Free/Reduced Meals	63.6	37.2	(1998-99) 50	53.2	44.6	55.1
Attendance	94	nr	90	94.8	96.1	91.3
1998 Baseline Data						
3rd Gr SES (1-770)	178	478	339	nr	542	104
5th Gr SES (1-765)	209	469	330	480	573	128
Attendance	95	nr	97	93.1	96	94.5
1998 Scores from the Oregon Statewide Assessments						
3rd Gr Reading	208	212	209	nr	205	210
3rd Gr Math	201	208	203	nr	201	207
5th Gr Reading	217	218	222	216	216	217
5th Gr Math	215	218	219	215	219	217

Table II.1 continued: 1998-99 SOI Pilot Schools Demographic Statistics Summary

1998-99 SOI Pilot Schools							
	Coastal and Metropolitan Regions						
Variables	Fairview	Gray	Milner Crest	Rhododendron	Sweetbriar	Waldport	Warrenton
School Size	399	277	251	413	524	486	679
Location	Large northwest metro area (Pop. 1,039,500)	North coast town (Pop. 10,110)	Southern coast town (Pop. 15,635)	Middle coast town (Pop. 6,570)	Large northwest metro area (Pop. 1,039,500)	Small northwestern town (Pop. 1,805)	Northwest coastal town (pop. 4,040)
Special/Unique Contextual Issues		Second year as SOI Pilot school. Second year principal	SOI Specialist is brand new to district; principal has had previous SOI exposure	3-5 configuration; (SOI Program housed in Primary (K-2) school)		Many new teachers; new building '98	K-8 configuration; large school
1997 School Population Features							
%Student Mobility	21.8	16.7	20	13.7	6.2	17.4	13
%Free/Reduced Meals	46.9	34.1	85	44.5	18.4	48.2	28.5
Attendance	nr	93.5	nr	93.8	nr	93	nr
1998 Baseline Data							
3rd Gr SES (1-770)	346	358	378	371	678	224	395
5th Gr SES (1-765)	337	345	393	358	662	221	385
Attendance	nr	94.2	95.6	93.3	nr	91	nr
1998 Scores from the Oregon Statewide Assessments							
3rd Gr Reading	209	212	213	209	210	209	213
3rd Gr Math	204	205	202	206	206	207	208
5th Gr Reading	216	219	223	218	218	218	218
5th Gr Math	219	216	219	217	218	217	219

Table II.1 continued: 1998-99 SOI Pilot Schools Demographic Statistics Summary

1998-99 SOI Pilot Schools						
Variables	**Southwest and Willamette Valley Regions**					
	Allen Dale	Goshen	McGovern	Riddle	Thurston	Whitworth
School Size	425	100	575	280	418	340
Location	Southwestern city (Pop. 20,535)	Mid Willamette Valley city (Pop. 129,300)	Southwestern town (Pop. 4,265)	Small southwestern town (Pop. 1,210)	Large mid Willamette Valley town (Pop. 50, 670)	North Willamette Valley town (Pop. 12,020)
Special/Unique Contextual Issues	Title I School; Building staff experienced; school had previous experience with SOI 20+ years ago	K-7 configuration; New principal, part time; few special services	New principal; new behavior referral system in place	Title I school; previous experience with SOI 20+ years ago; principal will become district superintendent '99-'00; high special education and at risk population; about 57% below poverty		Changed from 1-5 to K-5 configuration; new behavior referral system; changed school boundaries last school year, increasing school size and diversity
1997 School Population Features						
%Student Mobility	24.2	10.6	24.7	15.5	16.3	21.7
%Free/Reduced Meals	52.2	47.3	65.6	59.8	13.8	47.4
Attendance	94	94	nr	93	94.4	93.3
1998 Baseline Data						
3rd Gr SES (1-770)	258	474	98	167	592	201
5th Gr SES (1-765)	239	475	99	173	566	185
Attendance	95	94	91.9	93.9	93.9	92.7
1998 Scores from the Oregon Statewide Assessments						
3rd Gr Reading	207	211	210	203	208	200
3rd Gr Math	201	206	206	198	205	200
5th Gr Reading	220	219	220	218	217	216
5th Gr Math	218	221	219	215	217	212

The issue of implementation is important because the implementation and use of the SOI Program varied across the nineteen pilot schools. Therefore, though not a specific question posed in the design of the evaluation, a description of the implementation of the SOI Program is necessary to better understand program effects. Described here are three areas of implementation: 1) IDS training/technical assistance; 2) use of the SOI curriculum modules by classroom teachers; and, 3) operation of the in school SOI Learning Centers.

Sources of evidence used to describe the levels of, and issues around, implementation include:

1. site visits by the Teaching Research evaluation team at each of the 19 participating schools (each school was visited a minimum of 4 times during the academic year; refer to Appendix 3 for specific dates of the site visits);
2. interviews with the SOI staff at each school, as well as the school administrators;
3. focus group sessions held with the SOI staff from each school (3 sessions were held, April 9, 16, and 23, 1999);
4. focus group sessions with randomly selected classroom teachers from each of the participating schools (2 sessions were held, April 15 and 20, 1999); and,
5. teacher satisfaction surveys collected in December 1998 / January 1999 and again at the end of the 1998-1999 academic year.

In keeping with a promise of confidentiality made to all participants of the focus group sessions, no names or other identifying information are used in describing the training for, and the implementation of, the SOI Program in the participating schools.

IDS Training and Technical Assistance

Initial training in the SOI instructional model and procedures, as well as follow up training and technical support, was provided by IDS to the participating schools. In general this training was directed toward the SOI Specialists and Technicians identified to staff the SOI Learning Centers at each of the schools.

SOI Specialist and Technician Training. Specialists and Technicians from each of the participating schools received the same initial training via five-day workshops. The first of these training sessions was held in Troutdale, Oregon at Sweetbriar Elementary School during the week of August 24-28, 1998. Participants represented the following elementary or grade schools at this training session: Fairview, Sweetbriar, Warrenton, Fossil, Vale, Evergreen, Bear Creek, and Allen Dale. The second initial training session was held at Thurston Elementary School in Springfield, Oregon during the week of August 31 through September 4, 1998. Participants represented the following schools at this training session: Waldport, Stella Mayfield, Riddle, Whitworth, Milner Crest, Adrian, Thurston, Goshen, McGovern, and Rhododendron.

The training sessions started with participants completing the SOI assessment battery and then scoring it for the different areas of learning, so that they would become sensitized to what students would experience. The battery covered 26 areas of learning and required about four and one-half hours to complete. The schedule for the training workshops included the following activities and content:

- Assessment battery and scoring
- Learning abilities introduction
- Learning abilities continued with a video tape of an actual SOI Learning Center in operation
- Screening of children for the SOI Learning Center
- Introduction to, and practice of, SOI Learning Center routines

Subsequent training sessions were also held for the SOI school staffs; these sessions generally lasted three to four days. The majority of the time was spent on Learning Center set up, exercises, and a review of the screening process. SOI Specialists and Technicians saw this training as being very helpful in setting up the Learning Centers correctly. Further, by the time the follow up sessions were held the staffs had begun implementation of the SOI Program and had gained enough experience with both their colleagues and their students to know what questions to ask.

Finally, during the late Fall, IDS personnel conducted Program review visits to each of the schools. SOI Specialists and Technicians also viewed these follow-up visits as being both validating and very helpful.

Ongoing SOI Program support from IDS was available to schools via a 1-800 number, a web page, and a newsletter.

SOI Specialists' and Technicians' Perceptions of IDS Training and Technical Support. The contents of this section reflect a combination of sources of evidence: school site visits and interviews with the SOI Specialists and Technicians as well as focus group sessions.

SOI Specialists and Technicians felt that the training sessions were valuable and instructive, although they expressed concern about the timing of the training sessions, the process of the training in terms of the schedule of content presented, the amount of material presented to them in a relatively short period of time and the lack of an overview or "advance organizer" for the SOI Program. This influenced their feeling that they were "jumping into something" (as one Specialist put it) without knowing the "big picture." Many reported feeling "overwhelmed" and "intimidated" by the amount of content they felt they had to digest. One Specialist said that the training sessions felt as if they were on a schedule, and that the schedule did not permit questions. Several Specialists were frustrated by the unwillingness of the IDS instructor to answer their questions. When questions were raised the response was often "wait until Thursday." Another common criticism heard across the three Specialist and Technician focus groups was that the IDS instructors did not have a good grasp of the reality of how schools operate and that what might work in a clinical or one-on-one setting was not likely to apply in a public school.

The Specialists and Technicians indicated they liked the group nature of the initial training sessions, where they were "all in this together" but felt as if some access to a model SOI Learning Center would have been useful so that they could observe the operation of an actual Center. Similarly, the Specialists and Technicians spoke favorably about the follow up sessions that were held after the school year had begun. The Teaching Research evaluation team made site visits during the early stages of the school year; often these visits occurred just before or just after the follow up training sessions. In the former cases, the SOI Specialists and Technicians indicated their eagerness for additional training and the opportunity to meet again with their peers; in the latter cases the Specialists and Technicians said the training sessions were helpful in answering many of the questions that came up as they began implementing the SOI Program in their schools.

The Specialists and Technicians generally reported mixed levels of satisfaction with the support and technical assistance received over the course of the academic year. Typical comments included those praising the accessibility of IDS personnel and their ability to respond rapidly to questions. Several Specialists indicated they were confident that their questions would be answered; they also reported the feeling that their questions were important and were taken seriously. Not all Specialists and Technicians agreed though. Others in the focus groups were frustrated by the responses from IDS to their questions: some were frustrated because the IDS person responding was unable to answer their question and referred them to the Meekers and/or SOI for an answer. This SOI Specialist said, "I don't know who to contact."

A consistent theme emerging from the focus group sessions held with the SOI school staff during April 1999 was the inconsistency many of them perceived in the answers they received to questions that came up regarding implementation of SOI procedures, or use of materials. Prior to the focus groups, the Specialists and Technicians had few opportunities to communicate with their peers in other schools. During the focus groups, as discussions took place about SOI practices, several of the Specialists and Technicians found that many of the questions they asked IDS were similar to those asked by other Specialists and Technicians, but that different and sometimes contradictory answers were given to their questions. For example, many had questions regarding the number of repetitions students had to complete on various Lab equipment before they could move to the next level, and specifically, what constituted a repetition. During the focus groups, participants were surprised to learn that there were different answers to this question depending on either who answered the question, or even when the question was asked. Related to this inconsistency was the statement made by several of the Specialists that they had learned to seek assistance from a specific IDS person rather than call and speak to whomever was available to respond. One Specialist said "I don't contact _____ anymore, I'm now circumventing _____ I get more reasonable answers from _____ my kids are slowed down by following _____'s instructions."

Interestingly, no single IDS person was consistently named as a preferred contact; rather the Specialists and Technicians seemed to decide idiosyncratically who each would contact and who among the IDS staff provided them with the "best answers." Also during these sessions the Specialists and Technicians voiced the opinion that IDS seemed defensive about many of the questions they asked. One Specialist said "...they seemed really defensive, like my question shouldn't even come up. 'It must be your problem-this Program has been in use for 30 years and it's perfect." Another Specialist wondered if IDS was perhaps "stretched too thin" in trying to provide technical support for the 19 schools. On a school site visit at the end of the academic year, one Specialist commented that this evaluation team had been present at the school more than the IDS representatives had and that IDS "did not have the Nordstrom philosophy of the customer being right."

One other aspect of technical assistance came up during site visits and focus groups. This concerned the materials provided by IDS to the SOI Learning Centers. Most of the Specialists and Technicians were pleased with the services provided in getting materials to them in a timely fashion and the responsiveness of the IDS personnel to their calls. However, several Specialists expressed concern about the cost of the materials provided, saying they felt the materials were overpriced and of poor quality. One Specialist cited the example of an audiotape provided by IDS. She requested a replacement and was charged $18 for the cassette; the cassette was, she said, of "less than professional quality" and after some discussion with IDS was able to get it replaced. Other SOI staff commented on the price and quality of the red/green glasses provided and questioned why they had to purchase these from IDS at their prices "when I can go on the Web and get them for much less." During these discussions, participants questioned IDS's commitment to education vis-à-vis its commitment to profit. Also arising from these discussions was the concern that IDS as an organization was largely unfamiliar with the day-to-day operation of public schools. The SOI staff (and classroom teachers as well) often commented that the IDS personnel "have no idea of how schools operate" or "don't understand education." This perception frustrated the Specialists, Technicians, and teachers.

During the site visits many of the Specialists and Technicians expressed the wish that IDS personnel could be more available to them on-site. They indicated that telephone contacts were useful and frequently helpful, but they would have felt better served if IDS personnel could come on-site, look at their learning center operation, and their students to have their specific questions answered. The Specialists and Technicians said that while the contacts with IDS support personnel were important and, when they occurred, were generally validating; they would have liked more on-site contact.

Classroom Teacher Introduction to the SOI Curriculum Modules. The content presented in this section represents information collected from the classroom teacher focus groups, held April 15 and 20, 1999, and from contacts with the SOI Specialists and Technicians, as well as school administrators, during the site visits made by the Teaching Research evaluation team.

The decision-making process for bringing the SOI Program to each participating school varied across the schools. In several cases, both the classroom teachers and the SOI staff described the process as involving either a representative from IDS making a presentation on the attributes and potential outcomes of the Program, or a presentation by the school administrator on the requirements and intended benefits of the SOI Program. In these instances school staff consensus was sought: the message was "we all buy in to this program or we don't take it on." Votes were taken in some schools. These teachers and SOI staffs reported a high degree of "buy in" by the school staff, not unanimous, but enough to go ahead and apply for the SOI Program. Other teachers, and the SOI Specialists and Technicians from their buildings, described the process as one-sided, with the school administrator announcing that the SOI Program was going to be implemented and that all teachers were expected to comply with its requirements.

Universally, teachers were informed that the SOI classroom modules would take approximately 15-20 minutes to complete each day, and that no advance preparation was needed to implement them. They were to choose the best times to implement the SOI modules in their classrooms.

Initial Training for Classroom Teachers on Use of the SOI Modules. Classroom teachers participating in the focus group sessions indicated that their initial exposure to the SOI modules typically came from the SOI staff in the schools. These reports were confirmed by the Specialists/Technicians, who indicated that because they had received the SOI training they were in the best position to communicate with classroom teachers about the SOI modules and their implementation. In some cases the assistance provided by the Specialists was substantial and quite helpful; however, in most cases, classroom teachers felt that the amount of preparation and training was minimal at best and often completely lacking. Several teachers at the focus group sessions described their frustration with their own inability to answer parents' questions about the SOI activities because they did not know enough about the Program and its components to respond.

Classroom teachers did not criticize SOI Specialists or Technicians for this lack of training, but rather felt that this was a symptom of the demands that typically occur with the implementation of a new program at the beginning of a new school year. However, the timing of the initial training provided by IDS frustrated classroom teachers and SOI Specialists and Technicians in all focus group sessions. The training was held at the start of a new school year and the amount of time necessary for teachers to begin a new year, the demands of setting up a classroom and planning instruction for new students, and, for the Specialists and Technicians, setting up the SOI Learning Centers and beginning student assessments left little time for adequate preparation or communication among classroom teachers and Specialists and Technicians.

SOI Specialists and Technicians also expressed frustration with their inability to answer teachers' questions. They felt as if their training had prepared them to administer the assessments and set up the Learning Centers, but many were unable to answer teachers' concerns about the proper use of the SOI modules, or provide reasons for doing things in a certain way. In some schools this initially lead to considerable friction between classroom teachers and SOI Lab staff.

Interaction of Classroom Teachers and SOI Specialists. During the focus group sessions, classroom teachers went to great lengths to praise and support the SOI Specialists and Technicians working in their buildings. A picture emerged of the teamwork that developed between many, but not all, of the classroom teachers and SOI Lab staff. Classroom teachers perceived the SOI Specialists and Technicians as being willing to "go the extra mile" to support them and their attempts to implement the classroom modules. Several of the teachers indicated that the SOI staff in their school would assist them in any way, by demonstrating activities, obtaining clarification from IDS for instructions, and scoring modules, to implement the modules appropriately in their classrooms. As one example, one of the SOI Specialists rearranged the module packets for each teacher to facilitate their use in the classroom. In another instance the SOI Specialist came into the classroom and began modules for the classroom teacher. These comments and observations were echoed by the SOI Specialists and Technicians during the focus group sessions and during the site visits conducted by the Teaching Research evaluation team. Many of the Specialists and Technicians described the time they took to meet with classroom teachers to talk over the SOI modules, explain instructions or procedures, and provide feedback to the teachers.

Discussion on Training for the SOI Program. The strongest and most consistent issue that emerged from the data obtained concerning the training for the SOI Program centered on the lack of preparation felt by classroom teachers. The teachers participating in the focus group sessions, while generally supportive of the aims and intentions of the SOI Program, expressed frustration with the lack of information they had, both about the SOI Program generally, and about how to implement the SOI modules in their classrooms. Most teachers said they were handed the materials on the modules and told to "go to it;" several stated it was "sink or swim." As the school year went on, the teachers found ways to implement the modules, but they described the start of the Program as very shaky. Several teachers were especially frustrated with their inability, through lack of information, to explain how the SOI Program "worked" to parents who inquired about the activities and how these activities related to Oregon's benchmarks and standards.

SOI Specialists and Technicians described the training provided them by IDS as thorough and informative. They especially liked the training sessions that provided background on the SOI Program, how to administer the assessments, set up the Learning Centers, and begin to implement Integrated Practice Protocols (IPPs) for students. Criticisms of this training centered on the timing of the training, coming so close to the start of the school year, and on the amount of information provided in what, for them, was a rather compressed time period. The IDS instructors were criticized for their perceived lack of familiarity with "how schools work" and their rigid adherence to the training schedule, which precluded their responding to questions as they arose. The SOI Specialists and Technicians were also frustrated by the lack of training classroom teachers in their buildings received.

Classroom Implementation of the SOI Curriculum Modules

Sources of evidence for this part of the implementation section include the classroom teacher focus groups, the SOI Specialist and Technician focus groups, and evaluation team visits to SOI schools.

Comments and observations from the above sources made it apparent that the SOI classroom modules were implemented in a variety of ways with each teacher attempting their implementation in a way consistent with his or her schedule, teaching style, and belief/investment in the SOI Program. Timing for the modules varied greatly. Many teachers implemented them first thing in the morning, saying that the modules provided a good beginning to the day, helping their students "focus" and get ready for the day. Other teachers saved the modules for the end of the day, saying that the modules frequently provided a "calming" and/or "focusing" aspect that was welcome at the close of a school day. Other teachers found time within the school day, varying the implementation times according to the children's level of activity and the content of either the specific SOI module or the particular class activities on a given day. One issue related to timing of instruction was that of the relatively high level of "pull out" that occurs in the classroom: many students leave their classroom at different times of the day for special instruction (e.g., special education resource assistance) or for elective activities (e.g., music or band). This "pull out" often affects the amount of time the classroom teacher has during a given day to teach all students in his or her class. Some teachers chose to implement the SOI modules during times when all students were present, while others guarded that time for instruction related to the Oregon standards and selected other times for implementing the modules. In some schools, teachers used the modules during the time when students from their rooms were participating in SOI Lab activities.

The teachers described varied ways of adapting the modules. Many were highly critical of the format, wording, and content of the modules (this is further elaborated in a later section) and revised the content or format to suit the needs of their students and their own teaching styles. For example, several teachers said they made transparencies of the SOI module instructions so that they could go over the activities with the class as a whole; other teachers made flashcards to assist with the content of the modules for students in the primary grades. As stated in the previous section, the Specialists or Technicians often modified or adapted the modules to assist teachers in using them in their classrooms.

During the SOI Specialist and Technician focus groups, participants were asked to rate, on a 1 to 10 scale (with 1 being low quality of implementation and 10 being high quality), the quality of implementation of the SOI classroom modules in their respective schools. In keeping with the promises of confidentiality the specific schools are not identified by name. Implementation ratings for each of the SOI schools are given in Table III.1.

The amount of time allotted for use of the SOI modules also varied considerably, as did the number of days per week the modules were used. Nearly all the teachers at the focus groups said that the modules took longer than the 15-20 minutes they expected. While there was some variation depending on the content of the module (several teachers said they found some modules taking 15 minutes or less and others taking more than 45 minutes) there was consensus that, on average, the modules took about 30 minutes to implement. Many teachers said that they tried to implement the modules as often as 4 days per week. Several teachers balked at presenting the modules daily; as one teacher put it "I have only 40 minutes a day when I have my whole class together and I resent taking 20 minutes for SOI." It was not unusual for the teachers to implement the module activities approximately 2 or 3 days per week; a few teachers indicated that there might be several days that elapsed between one module and the next. In three instances the teachers and the SOI staff said that the principal required the teachers to include, in writing, the modules in their written lesson plans and make those plans available for review.

Table III.1. SOI Specialist and Technician ratings on the quality of implementation for SOI classroom modules.

School	Rating	School	Rating
1	6	10	8
2	8	11	9-10
3	7-8	12	6
4	8	13	7-8
5	7-8	14	9
6	6	15	7-8
7	7	16	5
8	6	17	7.5
9	7	18	6

Note. Ratings were made on a 1-10 scale with 1 being lowest quality implementation and 10 being highest; one Specialist/Technician did not provide a rating.

While not unanimous, the majority of the focus group teachers felt that their students enjoyed the SOI module activities at least part of the time. The consensus seemed to be that the students enjoyed the success they experienced with many of the modules. Naturally, all of the students did not enjoy all of the modules-in some cases "the novelty wore off for them" and in other cases some of the activities were quite challenging. Many of the teachers said they liked the fact that the module activities often "leveled the playing field" in the classroom in that children who were not high achievers academically often did as well or better on the modules than the students who were consistent high achievers. These teachers saw the success of the lower achieving students adding to their self-esteem and confidence. Another consistent report was that students in the primary grades (grades 1-3, some Kindergarten students) enjoyed the modules more than the students in the 4th and 5th grades did.

The teachers at the focus group sessions said that the SOI Program generated some interest and questions among the parents of their students, but that parent contacts were not necessarily greater than normal because of the Program. The parents who did inquire were typically parents whose children received some instruction in the SOI Learning Center, or parents who were concerned about the academic performance of their child and were interested in how one might make a referral to the Learning Center. Most teachers said their interactions with parents about the SOI Program were generally positive, and their sense was that the parents as a whole were probably supportive of the program. A frustration of many of the teachers was the lack of ready information and knowledge they had available to them to explain the SOI Program procedures or the rationale behind the Program. One teacher expressed frustration that she was unable to respond to a parent's question, "How will jumping on a trampoline improve my kid's reading?" In instances like these the teachers said they referred the parent to the SOI Lab staff.

Classroom Teachers' Evaluation of the SOI Modules. The classroom teachers were mixed in their reactions to and evaluation of the SOI classroom modules. During the focus groups, when asked to describe their introduction to the classroom modules, the teachers began by criticizing the directions for the modules. They felt the directions were confusing, poorly written and formatted on the page, and not developmentally appropriate for primary level students (one teacher described a module for kindergarten students with 11 lines of written instructions). This was a common complaint across both teacher focus group sessions and within each teacher focus group. As stated above, several teachers felt they had to modify the instructions or format of the modules in order to use them with their students.

Despite these concerns the teachers suggested that their students tended to like at least some of the modules and that several of their students asked if they would be doing the SOI activities every day. The teachers were not sure if the modules were producing the expected and desired outcomes. Some teachers said that they had observed children in their classes "take off" but they could not attribute this gain in achievement and/or behavior to SOI activities only. Other teachers praised the module activities as having some diagnostic use; one teacher indicated that on the basis of a student's work on the SOI modules, the student was referred for an eye examination and received glasses.

Teachers in the 3rd, 4th, and 5th grades questioned the relevance of the modules and their connection to the Oregon benchmarks and standards. The teachers said they were reluctant to add any new activity to their class schedule because of the heavy demands placed on them by the Oregon standards. Third and 5th grade teachers were especially vocal about the lack of relationship between the content standards for grades 3 and 5 and the content of the SOI modules for these same grades, saying that because of the pressure they felt in preparing their students for the state assessments they did not feel they could consistently implement the modules. One teacher said "I feel guilty teaching these-I always worry that a parent will come in my classroom while I'm doing SOI and think I'm just playing games when I should be helping my students prepare for the state assessments."

Accountability issues were also raised beyond those related to the Oregon standards. In this case the teachers were discussing the SOI modules and the types of feedback one received about his/her students. One teacher was critical of the modules because "there's no accountability...I do the modules and give them to the SOI staff and I never see them again or hear how my students did." Interestingly, some of the teachers said they and their students were disappointed in the SOI Program activities because, in addition to the lack of feedback concerning what performance on the modules actually meant, there was no grade attached to the modules and that "my students want to get a grade."

The above comments were generated from teacher responses to questions posed during the focus group sessions for classroom teachers. In addition to this information, teacher perceptions of the SOI modules were also sampled using two surveys circulated to all teachers in the nineteen schools implementing the SOI Program during the 1998-1999 academic year. (The surveys are discussed in more detail in Section IV of this report).

The surveys contained 7 statements:

"The SOI curriculum modules are:
1) easy to use;
2) enjoyable to teach;

3) enjoyed by my students;
4) helpful for my students' learning generally;
5) particularly helpful for my learning disabled students;
6) particularly helpful for my students whose behavior in class had been a problem; and,
7) satisfying for me as a teacher.

A 6 point rating scale was provided: "0 = too early to tell; 1 = strongly disagree; 2 = disagree; 3 = neither agree nor disagree; 4 = agree; 5 = strongly agree." As well, teachers were provided the opportunity to comment in more detail on any of the items (these comments are given in their entirety in Appendix 8).

The survey was circulated in December 1998/January 1999 and again in May 1999. Two hundred and nine (209) teachers responded to the mid-year circulation; 193 teachers responded to the end of the year circulation.

Briefly, the results from the end of the year survey indicated that more than 50% of the responding teachers either agreed or strongly agreed with statements 1 through 4; agree or strongly agree responses fell below 50% for statements 5 through 7. The reader is directed to Section IV for a more complete discussion of the results from the teacher satisfaction survey.

Classroom Teachers' Perceptions of Student Effects. The teachers in the focus group sessions were asked to indicate what student effects they had observed over the course of the school year that they could attribute to the SOI classroom modules. Their responses were anecdotal in nature. Many described specific children who had "turned around" during the academic year. Others said they had observed changes in some of the children in their classes but that they were unwilling to attribute those changes to the SOI Program only. As one teacher said, "This is the largest area of concern for me-how do you attribute kid "turn around" to SOI when a year of maturity, a new teacher, a new marriage or divorce have occurred. (The) mom says it's SOI. I have no idea." Many of the participating teachers agreed with this sentiment; some estimated that with 20% of the children they could perhaps attribute improvement to SOI but not with the other 80% of their students. One teacher cautioned that perhaps they were expecting too much too soon: "maybe we're looking for huge things and not maybe seeing little things."

The general tone of the teachers' remarks was one of uncertainty. They had observed changes in their students; over time the students have improved in their learning and, in some cases, their behavior. But the teachers were unwilling to attribute the observed changes solely to the SOI Program. Again, a teacher's comment illustrates their dilemma: "...the hardest thing is to say what does this...an ADD kid in my class, got lots of help, family back together-there were 7 different changes in his life-which was a factor?"

Implementation of the SOI Learning Centers

Each participating SOI school designated a specific room as the SOI Learning Center, also sometimes called the SOI Lab. This room housed SOI materials and equipment for Learning Center activities. The SOI Specialists and Technicians operated from this room, working with small groups of students on a regularly scheduled basis. The physical set up of each room was similar, with space allotted for balance boards, trampolines, and other equipment; SOI visuals such as the movement charts that accompany the trampoline activities were attached to the walls.

Students attending the SOI Learning Centers were selected in a variety of ways, but typically they were identified through some combination of teacher and/or parent referral, often based on concern that the student may be "at-risk" for academic difficulties. Parent requests for participation were honored and those children were assessed for participation. The Specialists and Technicians reported during site visits and focus group sessions that parent permission was not difficult to obtain (many parents were in fact eager to have their children participate in the SOI Program). Very small percentages of parents did not grant permission for their child to participate, or later asked to have their child removed from the SOI Learning Center. The Specialists and Technicians said they had little difficulty reaching the 20% of building population target for the students receiving SOI Learning Center activities. In fact, many of the Specialists said they either maintained a waiting list or they "squeezed in a few more kids who really needed the help." An issue that several of the Specialists raised was the SOI Program's relationship with the district's special education program and whether or not children with disabilities receiving special education services could or should be referred to the Learning Center. In many schools children receiving special education services were integrated into the Learning Center, reflecting the feeling on the Specialists' and teachers' parts that these children, too, could benefit from the SOI activities. Students typically came to the Learning Centers twice a week for sessions of approximately 30 minutes in length. The Specialists and Technicians reported that student behavior in the Learning Centers was good, that the students quickly learned the Learning Center expectations and routines, and they became adept at working independently on their programs when they came to the Learning Centers.

Table III.2 provides data collected during the final school visits for the academic year (visits made in mid-to-late May and early June 1999) regarding the numbers of students served in the Learning Centers and the numbers of children completing their programs (reader's note: complete data are not available for all participating schools.)

The data provided from the schools indicate that for 1998-99 about 9.8% of the children completed their individual programs in the SOI Learning Centers. SOI Specialists and Technicians at the participating schools said that many children were nearing completion of their programs as the school year ended. They also remarked that, with a year's experience in the setting up and the implementation of the SOI Learning Centers, the coming year should allow them to operate more smoothly and efficiently.

Table III.2. Numbers of children served in the SOI Learning Centers and numbers of children completing their programs.

School	Children Served	Children Completing Programs
Adrian	37	18
Allen Dale	90	0
Fairview	106	0
Fossil	50	4
Gray	42	15
Milner Crest	51	0
Rhododendron	82	2
Riddle	55	0
Stella Mayfield	33	0
Sweetbriar	98 (approx.)	30 (approx.)
Vale	124	0
Waldport	67	15
Warrenton	122	10

Interactions with Classroom Teachers. Comments from the classroom teachers attending the focus group sessions were almost unanimous in their praise for the SOI Specialists and Technicians in their schools. Both the classroom teachers and the Specialists and Technicians acknowledged that the beginning of the year was difficult due to the newness of the Program, the late scheduling of the training sessions, and the generally heightened levels of activity that accompany the start of a new school year. The Specialists and Technicians were praised for their willingness to assist, and work alongside, the classroom teachers, their flexibility and adaptability, and their patience and sensitivity to the demands faced by classroom teachers. Representative comments from the teachers included "...people are wonderful...excited and interested...no complaints-they'll find the answers;" "sensitive to the fact that teachers get frustrated due to pull outs;" "really good about training, they do whatever they can to help and don't put pressure on us;" "our Specialist developed a reporting sheet (in her personal time) with suggestions for ways to work at home...try very hard to accommodate." One area of concern expressed related to the feedback the classroom teachers received about the students from their classes who attended the Learning Centers. One teacher wished she would get more information "the Lab ladies are wonderful-just would like more information on kid progress from them; kids go and disappear for 1/2 an hour and then come back-don't hear a lot from them."

Reports from the SOI Specialists and Technicians during site visits and focus group sessions supported the classroom teachers' observations and comments. The Specialists and Technicians also described their initial frustration in trying to communicate the relevant aspects of the SOI Program to classroom teachers, and their own uncertainty about what they were doing at the beginning of the year. However, over the course of the school year the SOI activities in both the Learning Centers and the classrooms fell into a routine and the levels of communication and information sharing increased.

The Specialists and Technicians were frustrated by the degrees of commitment to the SOI Program and the levels of implementation of the classroom modules by some of the teachers. Not all teachers consistently implemented the modules; not all scored them; many gave the completed modules to the Specialists and Technicians for scoring saying they did not have time. In one extreme case a Specialist described finding approximately 3 months' worth of modules unused in a classroom.

Interactions with School or District Administration. When asked during the focus group sessions to describe the levels of administrative support, interest, and involvement in the SOI Program, the Specialists and Technicians reported that their administrators were supportive to varying degrees (often dictated by other demands on their time) but generally interested in the operations of the Learning Center. Three principals took an active role in ensuring that the classroom modules were implemented by requiring the teachers to include the modules in their written lesson plans.

Interactions with Parents/Community. According to the Specialists and Technicians parent interest and questions about the SOI Program varied by time of year and community. During the early stages of SOI implementation many schools held open houses in their Learning Centers, invited parents to meet with SOI staff, made presentations about the Program before school boards, and answered questions as they arose. Questions were initially about the workings of the Program; as word spread about the program the nature of the questions shifted to one of inquiries as to how a parent might involve his/her child or children in the Program. Many Specialists and Technicians said there was very little interest or comment among parents and community members, but they hastened to add that in their particular community that lack of interest could be interpreted as acceptance of, or, perhaps, support for the Program. The Specialists said, by way of explanation, that in the past in these communities the only time parents have had sustained contact with the school is when they were unhappy about some aspect of the school's activities.

Perceptions of Student Effects. During the focus group sessions, SOI Specialists and Technicians were asked "What student effects have you observed that you feel can be attributed to the SOI program?" They responded with numerous anecdotes about student improvement, citing specific students who had made considerable progress either behaviorally or academically. Their initial responses to this query tended to focus on behavior or social-emotional outcomes such as "concentration;" "self-esteem;" "confidence;" "ability to better process information;" "willingness to try something new;" "calmness." The Specialists and Technicians were vocal about the effects noted above for the children attending the Learning Centers. One Specialist described a 6th grade student as "struggling, very negative, aggressive, flunking certain classes...she told me that the Lab had really helped her... 'I was an F+ student-good at flunking'...now I got a B.'" Other Specialists described children whose vision and/or visual tracking was identified as faulty and how these children, once identified and participating in vision therapy, are experiencing more success. Still other SOI staff described reduction of reversals (b-d confusion) as an effect of the Program.

When prompted to discuss effects on academic performance, the Specialists and Technicians cited "penmanship, handwriting, organization, and focusing" as observable effects. One Specialist described a 3rd grade student whose reading improved from a 1.7 grade equivalent level to a 3rd grade level. Other responses centered on motor activities such as balance ("the mom says she [a second grader] doesn't trip and fall as much") and movement out of some aspects of special education ("an SED [Seriously Emotionally Disturbed] student who is now off his IEP in reading...incredible leaps and bounds").

The Specialists and Technicians were also prompted to discuss effects on behavior. Their initial responses centered on "focusing" and "concentrating." One Specialist said that she perceived behavior referrals at her school were down "dramatically…50% less;" another Specialist said that playground supervisors have commented to her about the improvement in behavior of some children on the playground. Other Specialists and Technicians described children whose social interactions have increased. One Specialist commented, "It's the fact that somebody is paying a little more attention to them...the extra time put in ...it keeps pumping up the kids."

Discussion

School site visits, classroom teacher focus group sessions, SOI Specialist and Technician focus group sessions, and teacher surveys provided a large amount of information and impressions on the implementation of the SOI Program in the nineteen participating schools. The following statements provide a summary of the most consistent findings and messages that came from these sources of evidence.

Training.

- The amount of content and information presented was impressive and, for some, overwhelming.
- The participants would like their own training scheduled at an earlier date so they would have additional time to provide training and support for their building colleagues (teachers).
- Participants were concerned about the rigidity of the training sessions and the lack of opportunity for questions and answers.
- Participants expressed an eagerness for additional training, especially if it could be delivered on-site and/or with the opportunity to work with "real kids."
- Participants expressed frustration that some IDS trainers seemed to be unfamiliar with the operations and realities of public schools.

Technical Support.

- Participants praised the timely responses of IDS staff in returning calls, answering questions, etc.
- Participants expressed frustration about inconsistent or contradictory responses to commonly asked questions.
- Participants valued the expertise of some of the IDS trainers and would welcome on-site visits as part of the technical assistance from IDS. They especially sought assistance from IDS personnel they perceived as being familiar with the operation of public schools.

- Some IDS materials provided were thought to be overpriced and, in some cases, of inferior quality.

Classroom Modules.

- The classroom teachers were frustrated with their lack of training in the use of SOI modules.
- The teachers found that the modules took much longer to implement than the 15 to 20 minutes they were told.
- Several teachers criticized the content of the modules as being developmentally inappropriate for their students.
- Many teachers thought the module instructions were poorly written and confusing, requiring them to spend valuable time trying to figure out how to teach them.
- Many teachers resisted implementing the modules because of the amount of time they took and because they did not see the connection between the modules' content and the school curricula reflecting the Oregon Curriculum Standards.
- The classroom teachers were generous in their praise of the school Specialists and Technicians for their commitment to the SOI Program and for the support they provided.

Specialists and Technicians/Learning Center.

- The Specialists and Technicians are highly committed to the SOI Program and went to great lengths to implement its activities and support the classroom teachers.
- The Specialists and Technicians are optimistic about the Learning Center activities and their potential for helping children improve their learning skills.
- The Specialists and Technicians are eager for additional training that would help them understand the theories underlying the SOI Program, help them communicate with and support the classroom teachers, and communicate with and answer questions posed by parents and community members.

Student Effects.

- The classroom teachers and Specialists and Technicians provided anecdotes about children who have made considerable gains in behavior, "focusing", control of their bodies, and academic achievement.
- The classroom teachers were uncertain whether the observed changes in their students were due solely to the SOI modules.
- Although not unanimous, the majority of the teachers and Specialists and Technicians said their students enjoy doing the modules and SOI activities.
- The Specialists and Technicians said that students coming to the Learning Centers are eager to come, "get down to work" independently, and are well behaved in the Learning Center.
- The Specialists and Technicians described students coming to the Learning Centers who have had vision deficits identified through their participation in the SOI activities.

IV. Program Effects

This section of the Year 2 report addresses the evaluation findings for the SOI Program to this point. The section is organized in 6 parts, in accord with the 5 core, and 1 supplementary, questions addressed by the evaluation. The 5 core questions focus on:

- student achievement at grades 3 and 5 in Mathematics and Reading/Literature;
- referrals for Special Education assessment;
- behavior referrals;
- acquisition of English; and,
- school attendance.

The supplementary question focuses on:

- teachers' satisfaction with the SOI classroom curriculum.

Each of the 6 parts of this section follows a common format. First, the evaluation question is given, along with a brief rationale describing why it has been asked. Second, the sources of evidence used to address the question are detailed. Sources of evidence include:

- achievement data from Oregon's statewide assessments;
- data collected from the schools using the forms in Appendix 10;
- case studies of individual children attending the SOI Learning Centers (also see Appendix 9);
- site visits to the schools (including interviews of school principals and staff);
- focus group interviews of SOI Specialists, Technicians, and classroom teachers (also see Appendixes 6 and 7); and,
- surveys of classroom teachers around the SOI curriculum modules.

Third, the results of graphical and statistical analyses are presented. Fourth, each part closes with a brief summary of the program evaluation's findings for the particular question under examination.

Question

Is there a significant difference in student academic achievement in Reading/Literature and Mathematics between schools experiencing the SOI program and similar schools that do not participate in the program?

The SOI Program makes the claim that students' academic performance will increase in the areas of Reading/Literature, Mathematics, and other subject areas on standardized assessment instruments selected by a district. In Oregon, this claim must be tested against the standards-based statewide assessments in reading/literature and mathematics administered in public elementary schools each spring at grades 3 and 5.

Sources of Data

Primarily, this question was addressed using a quasi-experimental research design. Both SOI and matched comparison schools' 1996-1997 and 1997-1998 average scale scores[1] on statewide assessments in reading/literature and mathematics at grades 3 and 5 were collected directly from the Oregon Department of Education. In addition, ODE assessment staff provided to the evaluation team individual student scores for 1998-1999 reading/literature and mathematics for all SOI and comparison schools. These data comprise 9,372 individual student records at grades 3 and 5. For each student, the data set provides an overall scale score and 7 sub-skill scores in reading/literature, and an overall scale score along with 5 sub-skill scores in math. In keeping with appropriate practice, student names are of course removed from the data set, and the remaining data coded and stored in a secure fashion. Overall, two years of baseline student achievement data along with individual student scores for the current school year in reading/literature and math provide sufficient data in the two academic areas to judge the comparative effects (if measurable) of the SOI Program for participating schools.

Three additional sources of data were used to address the question of SOI Program effects on students' academic performance. These include:

1) focus group responses from three groups of SOI Specialists and Technicians, and two groups of classroom teachers;
2) "Teacher Satisfaction" survey results at mid-year, and again at the end of the school year;
3) data from 13 case studies conducted this school year (1998-99).

Below, these three supplementary sources of data regarding SOI Program effects on students' academic performance are described first, and in turn, and are followed by descriptions of the results of graphical and statistical analyses of statewide assessment data for students in grades 3 and 5.

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[1] For reading/literature and mathematics, scores produced from the Oregon Statewide Assessment are based on an achievement scale widely used in the Northwest. The scale, with numbers ranging from about 150 to 300, is similar to other scales such as the Scholastic Aptitude Test (SAT) scale or other "growth" scales. Each point on the scale is at an equal distance from the previous point on the scale, so changes up or down can be charted and viewed as comparable from year to year.

Results

Focus group sessions. Focus group participants were asked directly to relate observed instances of SOI Program impact on student academic performance. Most responses to this question, from both SOI Specialists and Technicians, and from classroom teachers, were of a general rather than specific nature. Comments included generally perceived improvements for students in areas such as: concentration, focus, organization, self-esteem, willingness to try something new, handwriting, speech, and ability to stay seated and on-task in the classroom, and in the SOI Learning Center.

Participants also related some specific examples of student improvement that they attributed to the SOI Program. These included:

- a number of children who had been experiencing difficulties with "reversals" in reading and writing (e.g., substituting "b" for "d", a common challenge for dyslexic children) had resolved these problems;
- one 7th grader who started the school year unable to read is now reading complex sentences having experienced LOCAN (the reading portion of the SOI Program);
- two students who had not been identified as "talented and gifted" (TAG) before the SOI Program are now recognized as such after testing and participation in the SOI Learning Center;
- three 3rd grade students, all of whom participated in the SOI Lab, tested out of the "resource room" for reading;
- one student who had been at risk for grade retention had participated in the SOI Lab and is no longer at risk for retention; and
- one student who had been identified for Special Education assessment at the beginning of the school year is now one of the top students, and is seemingly no longer in need of Special Education assessment.

In parallel with these positive anecdotes, classroom teachers consistently, but also some SOI Specialists and Technicians, voiced their concern around the difficulty of separating the unique effects of the SOI Program from other influences on their students. Besides the normal maturation of children, especially in the elementary grades, many of the students served in the SOI Learning Centers receive multiple concurrent services in school, and some outside the school. Classroom teachers in particular found it difficult to ascribe observed improvements for their students to the SOI Program solely.

Teacher satisfaction surveys. At the midpoint of the 1998-99 school year, and again at the end of the school year, teachers were surveyed as to their opinions regarding the SOI curriculum modules being used in their classrooms. At mid-year, 209 teachers completed the survey, and 193 completed it at year's end. One question on the survey asked classroom teachers to provide their ratings of the SOI modules' helpfulness for their "students' learning generally." At mid-year, about half of the teachers (47%) agreed or strongly agreed that the SOI classroom modules were helpful to their students' learning generally. At the end of the school year, this had increased to 62%. While it is quite positive that two-thirds of the teachers responding to the survey at the end of the year viewed the SOI modules as helpful for their students' learning, there were also a number of concerns raised by teachers. These tended to cluster in three areas:

1) the degree to which teachers found the SOI modules helpful in students' learning depended on the module;
2) teachers found it difficult to ascribe student improvements to SOI solely, over such natural things as child maturation or development;
3) teachers, particularly those in benchmark grades (3 and 5) expressed concern about the loss of time for teaching Oregon's standards that using the SOI modules required.

Below are some comments by teachers on the surveys that illustrate these three points:

✓ "enjoyable to teach" depends on module; "helpful for my students' learning generally" also depends on module; disabled students were at frustration level;

✓ I did not feel the creativity module was helpful—but the children had fun. The units dealing with memory and sequences were the ones I noticed the greatest growth in the children. The classification one was too long and involved.

✓ Time! It takes lots. I am also new to the 4th grade so I do not know how this age will change during the year. So I don't know how much change can be attributed to Bridges [SOI, our clarification].

✓ There are so many variables in the Kindergarten experience. It is difficult to measure the impact of SOI or attribute student growth to only the SOI factor.

✓ "The SOI Modules are helpful for my students' learning generally"—need feedback/scores to know this.

✓ Don't know how to evaluate [whether or not] "modules are helpful for my students' learning generally."

✓ Some [modules, our clarification] need better teacher directions; does not allow for different teaching styles or changes to meet classroom dynamics; most of them [enjoyed by students]; no evidence of this [helpful for learning]; only if you work with them one-on-one [learning disabled] frustrating otherwise; no evidence of this [behavior]; with all of the state benchmark requirements this loss of time to meet these goals concerns me—especially since I teach in a benchmark year.

✓ I really support the SOI Lab, but the in-class modules are too much. I'm concerned about the loss of academic instruction time due to the length of each module.

Case Studies. Thirteen in-depth case studies of individual students served by the SOI Program, and specifically the SOI Learning Centers (Lab) were conducted for the program evaluation in 1998-99. Of the 13, 5 were continued from the first year (1997-98) of this program evaluation.

Eight schools were purposively selected for the new case studies in Year 2, and asked to nominate one student each using the following criteria:

- a 3rd or 5th grade student participating in the SOI Program (Learning Center), and

- currently receiving special education services, or at risk for being referred for assessment for special education services.

Thus, case study data were gathered on 13 students from 11 SOI schools including interviews with teachers and parents, and observations of the students (refer to Appendix 9 for a complete description of the case study visits and observations). The classroom teachers and parents of 5 case study students reported observing general improvements in academics for these students. Teachers and parents related these improvements to students' involvement with the SOI Program. Four students self-reported that the SOI Program had helped them with some aspect of academics. Several classroom teachers and 1 resource room teacher reported gains made in academics that the students' parents did not report. In addition, several teachers noted improvements in social skills, confidence, or organization skills.

Statewide Assessments for Grades 3 and 5 in Reading/Literature and Mathematics. Two types of quantitative analyses, graphical/longitudinal and statistical/cross-sectional, were conducted to determine SOI Program effects on student learning in reading/literature and mathematics at grades 3 and 5 for elementary schools participating in the SOI Pilot Program.

Figures IV.1 through IV.4 present three years ('97, '98, and '99) of state assessment results for each of the 19 SOI schools. The figures are organized and presented by grade and academic subject. For comparison, each figure also shows the current year's (1998-99) result for each SOI school's matched comparison school. (Readers will recall that matched comparison schools were selected using variables like school size and location, school SES ranking, and previous school performance on state assessments in reading/literature and math at grades 3 and 5.) Also presented in each figure are Oregon's statewide averages for the previous two school years ('97 and '98) and this year's group average for the 19 SOI schools and their matched counterparts.

Figure IV.1 shows the graphed state assessment data for grade 3 reading/literature. Points worthy of note in this figure include:

1. For 1999, 12 of 19 SOI schools bettered their own previous year's performance; 14 of 18 comparison schools bettered their own previous year's performance.

2. Six of 19 SOI schools showed a stable or improving trend in 3rd grade reading scores over the three years reported.

3. Of the 3 schools participating in the SOI Program for a second year, one (Adrian) showed a substantial improvement in Grade 3 reading/literature over the previous 2 years; one

showed improvement over the previous year, to return to its 1997 average (Vale); and one showed a decline from the previous two years' scores (Gray).

4. In 1999, only 2 of 18 SOI schools outperformed their matched comparison school on the state assessment for 3rd grade reading/literature.
5. In 1998, 8 current SOI schools scored above the state average; 6 comparison schools scored above the state average.
6. For the current year, 5 SOI schools scored above the group average (all SOI and comparison schools); 6 comparison schools scored above the group average.

Figure IV.2 shows the graphed state assessment data for grade 3 math. Points worthy of note in this figure include:

1. For 1999, 15 of 19 SOI schools bettered their own previous year's performance; similarly, 15 of 18 comparison schools bettered their own previous year's performance.
2. Eight of 19 SOI schools showed a stable or improving trend in 3rd grade math scores over the three years reported.
3. Of the 3 schools participating in the SOI Program for a second year, one (Adrian) showed a substantial improvement in Grade 3 math over the previous 2 years; one showed steady improvement over the three years (Vale); and one showed no change across three years' scores (Gray).
4. In 1999, 7 of 18 SOI schools bettered their matched comparison school on the state assessment for 3rd grade math.
5. In 1998, 8 current SOI schools scored above the state average; 7 comparison schools scored above the state average.
6. For the current year, 8 SOI schools scored above the group average (all SOI and comparison schools); 7 comparison schools scored above the group average.

Figure IV.3 shows the graphed state assessment data for grade 5 reading/literature. Points worthy of note in this figure include:

1. For 1999, 14 of 19 SOI schools bettered their own previous year's performance, however, 3 of these schools' 1999 averages were less than or equal to their 1997 averages; 13 of 18 comparison schools bettered their own previous year's performance.
2. Ten of 19 SOI schools showed a stable or improving trend in 5th grade reading scores over the three years reported.

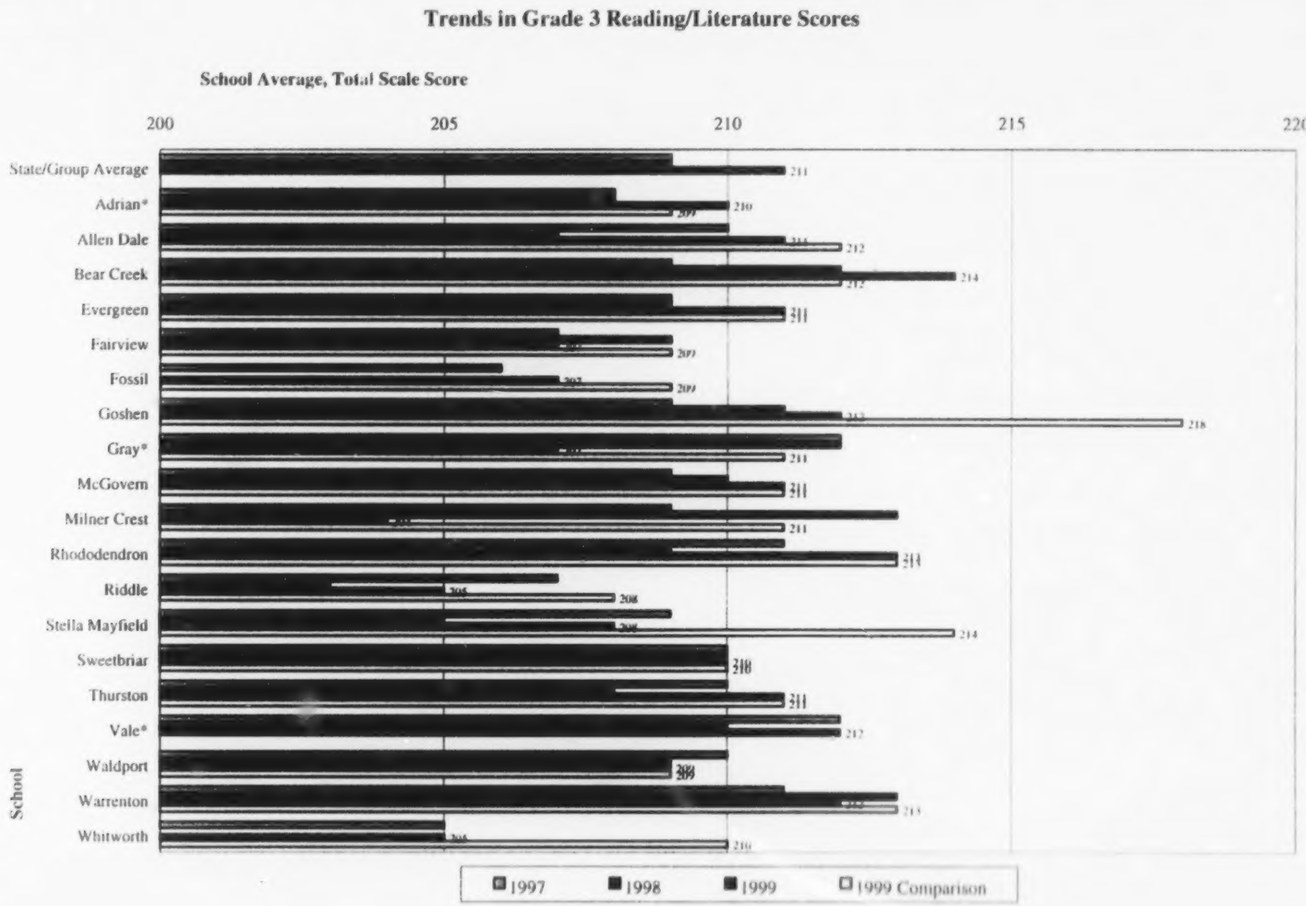

Figure IV.1. Three-Year Trends in Average Grade 3 Statewide Assessment Reading Scores for 19 SOI Schools

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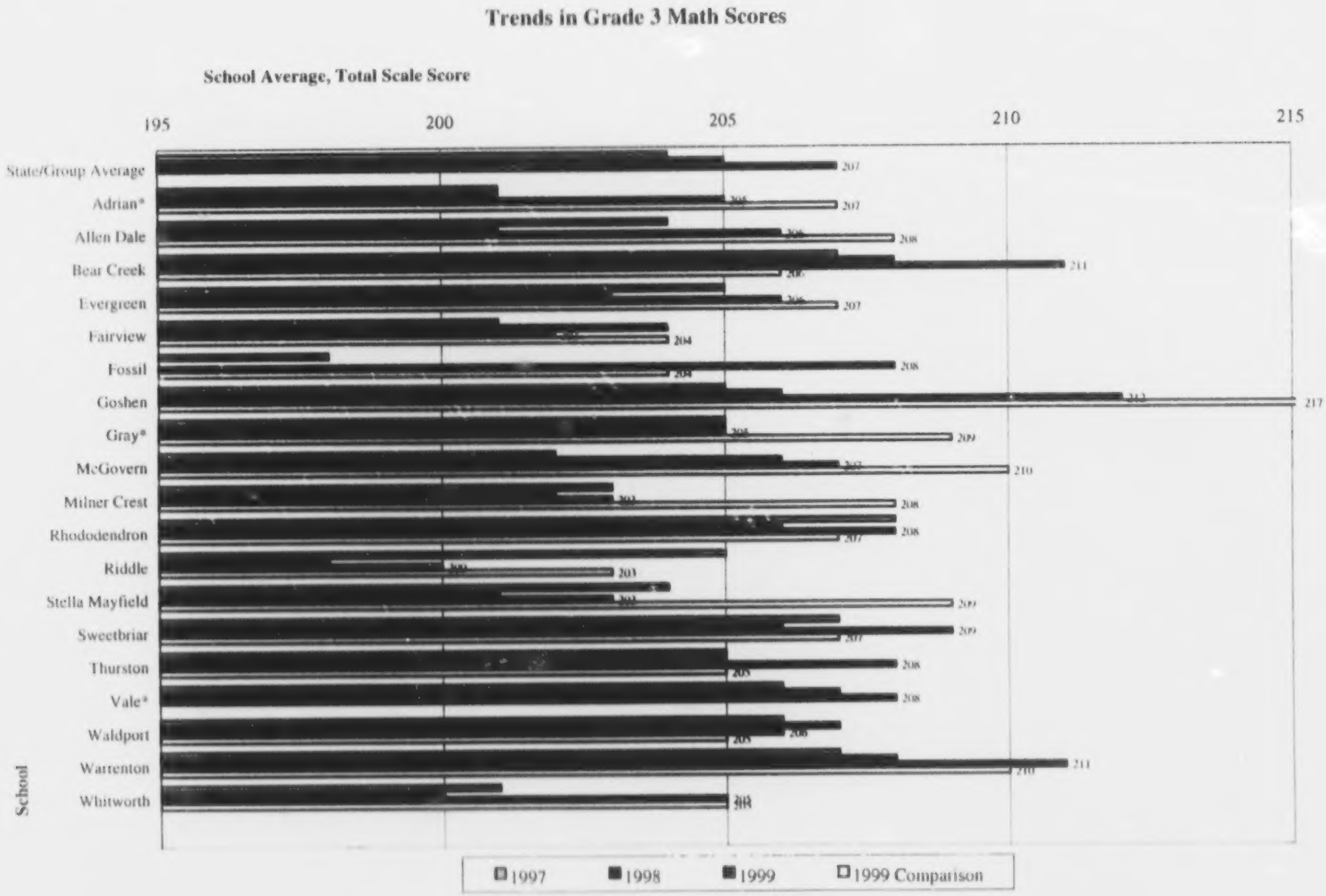

Figure IV.2. Three-Year Trends in Average Grade 3 Statewide Assessment Math Scores for 19 SOI Schools

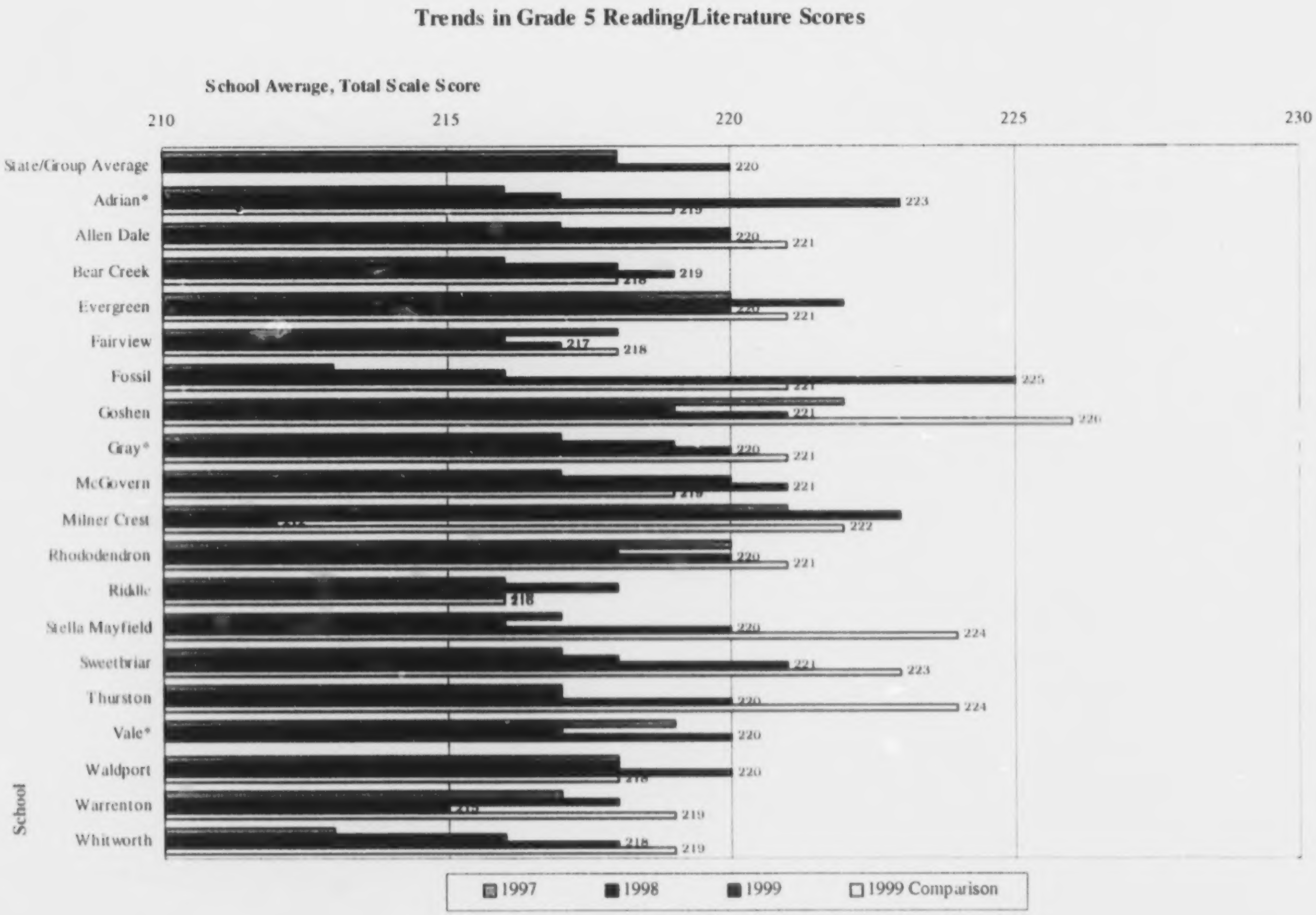

Figure IV.3. Three-Year Trends in Average Grade 5 Statewide Assessment Reading Scores for 19 SOI Schools

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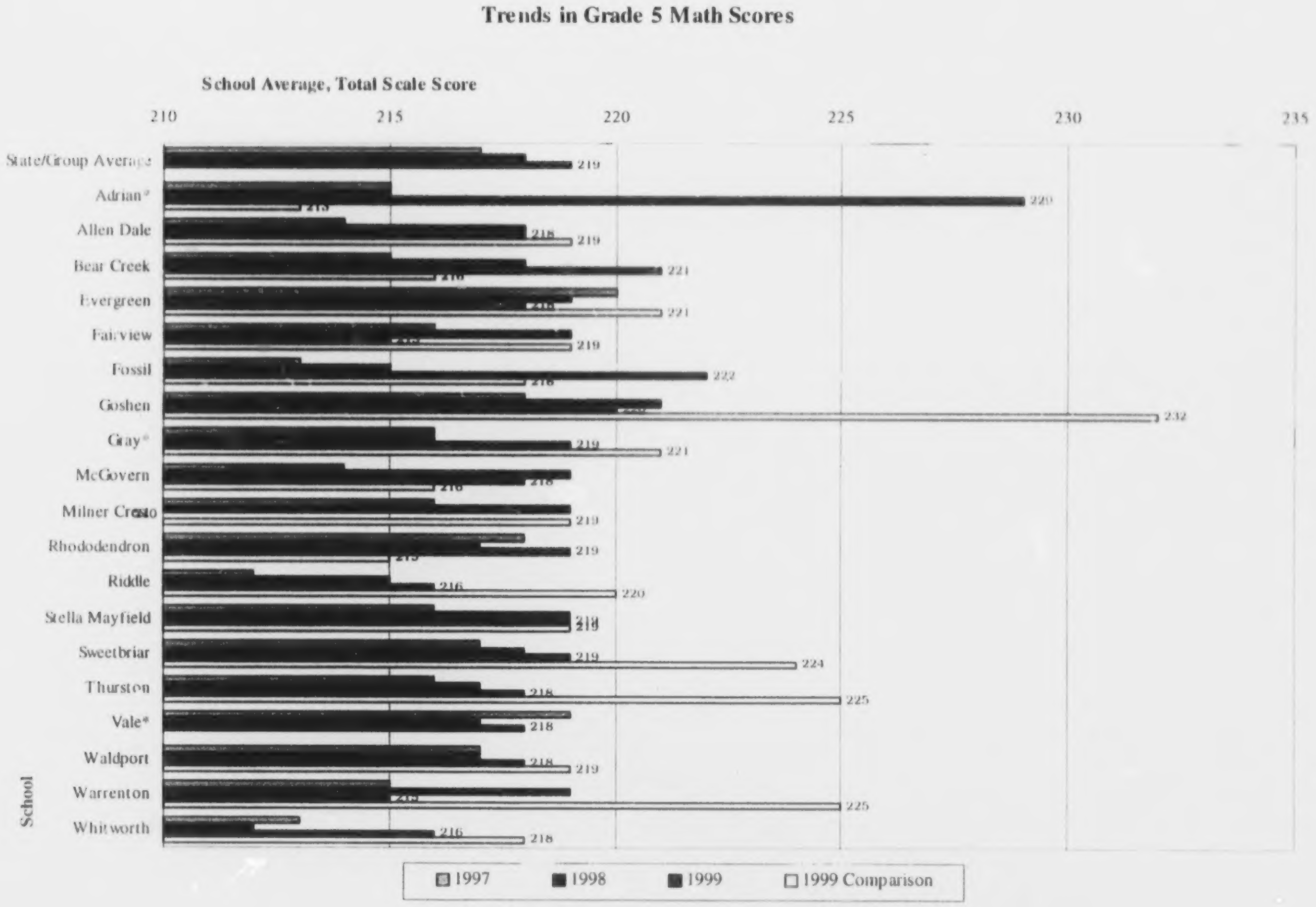

Figure IV.4. Three-Year Trends in Average Grade 5 Statewide Assessment Math Scores for 19 SOI Schools

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3. Of the 3 schools participating in the SOI Program for a second year, one (Adrian) showed a substantial improvement in Grade 5 reading/literature over the previous 2 years; one showed improvement over the previous year, to return to just above its 1997 average (Vale); and one showed steady improvement over the three years' scores (Gray).

4. In 1999, only 5 of 18 SOI schools outperformed their matched comparison school on the state assessment for 5th grade reading/literature.

5. In 1998, 6 current SOI schools scored above the state average; 8 comparison schools scored above the state average.

6. For the current year, 5 SOI schools scored above the group average (all SOI and comparison schools); 10 comparison schools scored above the group average.

Figure IV.4 shows the graphed state assessment data for grade 5 math. Points worthy of note in this figure include:

1. For 1999, 13 of 19 SOI schools bettered their own previous year's performance, however, 1 of these schools' 1999 average was less than its 1997 average; 15 of 18 comparison schools bettered their own previous year's performance.

2. Ten of 19 SOI schools showed a stable or improving trend in 5th grade math scores over the three years reported.

3. Of the 3 schools participating in the SOI Program for a second year, one (Adrian) showed a very substantial improvement in Grade 5 math over the previous 2 years; one showed improvement over the previous year, to return to just below its 1997 average (Vale); and one showed improvement over the previous two years' scores, which had been steady (Gray).

4. In 1999, only 5 of 18 SOI schools outperformed their matched comparison school on the state assessment for 5th grade math.

5. In 1998, 7 current SOI schools scored above the state average; 5 comparison schools scored above the state average.

6. For the current year, 4 SOI schools scored above the group average (all SOI and comparison schools); 7 comparison schools scored above the group average.

Tables IV.1 through IV.4 present the statistical analyses conducted to compare the academic performance of 19 SOI schools with that of 18 matched comparison schools. (One selected comparison school chose to not participate in these comparisons). For these comparisons, individual student achievement scores for 1998-99 in reading/literature and mathematics at grades 3 and 5 were obtained directly from Oregon Department of Education assessment staff. In total, 4,879 student records for SOI schools were compared with 4,050 student records for comparison schools. The four tables are delineated and presented in order by grade and subject.

Table IV.1 gives the analyses for grade 3 reading/literature. As shown, the average SOI student score for grade 3 reading/literature was just over 210 (total scale score), versus just over 211 for students' in comparison schools. As a first procedure, one-way analysis of variance (ANOVA) without statistical "leveling of the playing field," and with "group" (SOI vs. Comparison) as the test variable, shows that the difference in means between SOI and comparison schools is statistically significant at the 5% level (p = .042) and is in favor of comparison school students over their SOI counterparts.

Second, a more sophisticated statistical procedure (analysis of covariance, ANCOVA) that does level the playing field using each school's state socioeconomic rank (SES) and previous year's average score on the appropriate test as "fairness variables" (covariates) showed a similar result. That is, once the effects of SES and past year's performance have been accounted for, the difference in average scores for comparison schools versus SOI schools is still statistically significant at the 5% level (p = .031), and favors comparison school students over their SOI school counterparts. However, it should also be noted that the size of the effect in favor of comparison schools over SOI schools is quite small (.092 standard deviations). This effect size can be interpreted as follows: these data indicate that in 3rd grade reading for 1999, with the average SOI student achieving at the 50th percentile, their comparison school counterpart on average achieved at the 54th percentile. That is, there is little practical difference between the two groups on the Oregon state assessment in 3rd grade reading/literature.

Table IV.2 gives the analyses for grade 3 mathematics. As shown, the average SOI student score for grade 3 mathematics is just under 207 (total scale score), and is almost identical for comparison school students. As a first procedure, one-way analysis of variance (ANOVA) without statistical "leveling of the playing field," and with "group" (SOI vs. Comparison) as the test variable, shows that the difference in means between SOI and comparison schools is not statistically significant at the 5% level (p = .937). There is no statistical difference between the groups on 3rd grade mathematics.

Second, a more sophisticated statistical procedure (analysis of covariance, ANCOVA) that does level the playing field using each school's state socioeconomic rank (SES) and previous year's average score on the appropriate test as "fairness variables" (covariates) showed a similar result. That is, once the effects of SES and past year's performance have been accounted for, the difference in average scores for comparison schools versus SOI schools is not statistically significant at the 5% level (p = .919). That is, there is no difference, statistical or practical, between the two groups on the Oregon state assessment in 3rd grade mathematics.

Table IV.1. Statistical Analyses for Grade 3 Reading/Literature

Descriptives[a]

			N	Mean	Std. Deviation	Std. Error	Minimum	Maximum
Total Scale Score; 1999 Statewide Assessment	Group	SOI	1204	210.05	13.24	.38	168	256
		Comparison	1028	211.13	11.71	.37	171	256
		Total	2232	210.55	12.57	.27	168	256

a. Subject Tested = Reading/Literature, GRADE = 03

ANOVA[a]

		Sum of Squares	df	Mean Square	F	Sig.
Total Scale Score; 1999 Statewide Assessment	Between Groups	653.580	1	653.580	4.144	.042
	Within Groups	351747.759	2230	157.734		
	Total	352401.339	2231			

a. Subject Tested = Reading/Literature, GRADE = 03

Tests of Between-Subjects Effects[c]

Dependent Variable: Total Scale Score: 1999 Statewide Assessment

Source	Type III Sum of Squares	df	Mean Square	F	Sig.	Eta Squared	Observed Power[a]
Corrected Model	4011.014[b]	3	1337.005	8.545	.000	.011	.994
Intercept	6518.041	1	6518.041	41.656	.000	.018	1.000
SES98	5.918	1	5.918	.038	.846	.000	.054
RIT98	2992.037	1	2992.037	19.122	.000	.009	.992
Group: SOI vs. Comparison	729.188	1	729.188	4.660	.031	.002	.578
Error	347994.050	2224	156.472				
Total	99123663.000	2228					
Corrected Total	352005.064	2227					

a. Computed using alpha = .05

b. R Squared = .011 (Adjusted R Squared = .010)

c. Subject Tested = Reading/Literature, GRADE = 03

Table IV.2. Statistical Analyses for Grade 3 Mathematics

Descriptives[a]

			N	Mean	Std. Deviation	Std. Error	Minimum	Maximum
Total Scale Score; 1999 Statewide Assessment	Group	SOI	1205	206.96	12.30	.35	174	251
		Comparison	1038	206.92	11.62	.36	171	248
		Total	2243	206.94	11.99	.25	171	251

a. Subject Tested = Mathematics, GRADE = 03

ANOVA[a]

		Sum of Squares	df	Mean Square	F	Sig.
Total Scale Score; 1999 Statewide Assessment	Between Groups	.886	1	.886	.006	.937
	Within Groups	322248.923	2241	143.797		
	Total	322249.809	2242			

a. Subject Tested = Mathematics, GRADE = 03

Tests of Between-Subjects Effects[c]

Dependent Variable: Total Scale Score; 1999 Statewide Assessment

Source	Type III Sum of Squares	df	Mean Square	F	Sig.	Eta Squared	Observed Power[a]
Corrected Model	9042.941[b]	3	3014.314	21.518	.000	.028	1.000
Intercept	794.528	1	794.528	5.672	.017	.003	.663
SES98	413.049	1	413.049	2.949	.086	.001	.404
RIT98	7893.529	1	7893.529	56.348	.000	.025	1.000
Group: SOI vs. Comparison	1.438	1	1.438	.010	.919	.000	.051
Error	313092.627	2235	140.086				
Total	96207648.000	2239					
Corrected Total	322135.568	2238					

a. Computed using alpha = .05

b. R Squared = .028 (Adjusted R Squared = .027)

c. Subject Tested = Mathematics, GRADE = 03

Table IV.3. Statistical Analyses for Grade 5 Reading/Literature

Descriptives[a]

			N	Mean	Std. Deviation	Std. Error	Minimum	Maximum
Total Scale Score; 1999 Statewide Assessment	Group	SOI	1231	219.01	11.74	.33	181	257
		Comparison	991	220.32	11.35	.36	184	257
		Total	2222	219.59	11.59	.25	181	257

a. Subject Tested = Reading/Literature, GRADE = 05

ANOVA[a]

		Sum of Squares	df	Mean Square	F	Sig.
Total Scale Score; 1999 Statewide Assessment	Between Groups	949.064	1	949.064	7.089	.008
	Within Groups	297228.589	2220	133.887		
	Total	298177.653	2221			

a. Subject Tested = Reading/Literature, GRADE = 05

Tests of Between-Subjects Effects[c]

Dependent Variable: Total Scale Score; 1999 Statewide Assessment

Source	Type III Sum of Squares	df	Mean Square	F	Sig.	Eta Squared	Observed Power[a]
Corrected Model	2241.786[b]	3	747.262	5.601	.001	.008	.945
Intercept	6801.938	1	6801.938	50.980	.000	.022	1.000
SES98	1209.498	1	1209.498	9.065	.003	.004	.853
RIT98	34.589	1	34.589	.259	.611	.000	.080
Group: SOI vs. Comparison	883.567	1	883.567	6.622	.010	.003	.730
Error	295935.867	2218	133.425				
Total	107446903.000	2222					
Corrected Total	298177.653	2221					

a. Computed using alpha = .05

b. R Squared = .008 (Adjusted R Squared = .006)

c. Subject Tested = Reading/Literature, GRADE = 05

Table IV.4. Statistical Analyses for Grade 5 Mathematics

Descriptives[a]

			N	Mean	Std. Deviation	Std. Error	Minimum	Maximum
Total Scale Score; 1999 Statewide Assessment	Group	SOI	1239	217.90	10.48	.30	177	256
		Comparison	993	219.71	11.29	.36	182	268
		Total	2232	218.70	10.88	.23	177	268

a. Subject Tested = Mathematics, GRADE = 05

ANOVA[a]

		Sum of Squares	df	Mean Square	F	Sig.
Total Scale Score; 1999 Statewide Assessment	Between Groups	1810.793	1	1810.793	15.384	.000
	Within Groups	262478.454	2230	117.703		
	Total	264289.247	2231			

a. Subject Tested = Mathematics, GRADE = 05

Tests of Between-Subjects Effects[c]

Dependent Variable: Total Scale Score; 1999 Statewide Assessment

Source	Type III Sum of Squares	df	Mean Square	F	Sig.	Eta Squared	Observed Power[a]
Corrected Model	6182.459[b]	3	2060.820	17.789	.000	.023	1.000
Intercept	3189.774	1	3189.774	27.534	.000	.012	.999
SES98	1837.111	1	1837.111	15.858	.000	.007	.978
RIT98	993.994	1	993.994	8.580	.003	.004	.833
Group: SOI vs. Comparison	1766.608	1	1766.608	15.250	.000	.007	.974
Error	258106.787	2228	115.847				
Total	107023919.000	2232					
Corrected Total	264289.247	2231					

a. Computed using alpha = .05

b. R Squared = .023 (Adjusted R Squared = .022)

c. Subject Tested = Mathematics, GRADE = 05

Table IV.3 gives the analyses for grade 5 reading/literature. As shown, the average SOI school student score for grade 5 reading/literature is just over 219 (total scale score), versus somewhat over 220 for comparison school students. As a first procedure, one-way analysis of variance (ANOVA) without statistical "leveling of the playing field," and with "group" (SOI vs. Comparison) as the test variable, shows that the difference in means between SOI and comparison schools is statistically significant at the 5% level (p = .008) and is in favor of comparison school students over their SOI counterparts.

Second, a more sophisticated statistical procedure (analysis of covariance, ANCOVA) that does level the playing field using each school's state socioeconomic rank (SES) and previous year's average score on the appropriate test as "fairness variables" (covariates) showed a similar result. That is, once the effects of SES and past year's performance have been accounted for, the difference in scores for comparison schools versus SOI schools is still statistically significant at the 5% level (p = .010), and favors comparison school students over their SOI school counterparts. However, it should also be noted that the size of the effect in favor of comparison schools over SOI schools is quite small (.115 standard deviations). This effect size can be interpreted as follows: these data indicate that in 5th grade reading/literature for 1999, with the average SOI student achieving at the 50th percentile, their comparison school counterpart on average achieved at the 54th percentile. That is, there is little practical difference between the two groups on the Oregon state assessment in 5th grade reading/literature.

Table IV.4 gives the analyses for grade 5 mathematics. As shown, the average SOI student score for grade 5 mathematics is just under 218 (total scale score), versus somewhat under 220 for comparison school students. As a first procedure, one-way analysis of variance (ANOVA) without statistical "leveling of the playing field," and with "group" (SOI vs. Comparison) as the test variable, shows that the difference in means between SOI and comparison schools is statistically significant at the 5% level (p = .000) and is in favor of comparison school students over their SOI counterparts.

Second, a more sophisticated statistical procedure (analysis of covariance, ANCOVA) that does level the playing field using each school's state socioeconomic rank (SES) and previous year's average score on the appropriate test as "fairness variables" (covariates) showed a similar result. That is, once the effects of SES and past year's performance have been accounted for, the difference in average scores for comparison schools versus SOI schools is still statistically significant at the 5% level (p = .000), and favors comparison school students over their SOI school counterparts. However, it should also be noted that the size of the effect in favor of comparison schools over SOI schools is small (.16 standard deviations). This effect size can be interpreted as follows: these data indicate that in 5th grade mathematics for 1999, with the average SOI student achieving at the 50th percentile, their comparison school counterpart on average achieved at the 56th percentile. That is, there is little practical difference between the two groups on the Oregon state assessment in 5th grade mathematics.

Summary

In summary, these data indicate that there is little practical difference between SOI and comparison schools' academic performance at grades 3 and 5 in reading/literature and mathematics. Focus group data suggest that teachers and SOI Learning Center staff observed mainly general improvements for their students in areas such as focus and on-task behavior, although there were a few scattered anecdotes of specific improvements related to the SOI Program for individual students. In addition, two-thirds of the teachers surveyed at the end of 1998-99 reported that they agreed with the statement "the SOI modules are helpful for my students' learning generally." However, some teachers, particularly those in benchmark grades, also noted their concern over lost time for teaching Oregon standards, and others noted the difficulty of attributing students' improvements or development over the year to SOI solely.

The data gathered for 13 students who served as case studies for this evaluation provide some indication of positive effects of the SOI Program for individual students. The classroom teachers and parents of 5 case study students reported observing general improvements in academics for these students. Four other students self-reported that the SOI Program had helped them with some aspect of academics.

Graphical analyses by grade and subject showed little conclusive difference between SOI and comparison schools. Many schools in both groups improved in 1998-99 over their 1997-98 performances. It should be noted that one must exercise great caution in comparing a school's year-over-year performances because one is comparing the performances of different cohorts of children. Still, it is not unreasonable to expect that schools and students have become more familiar with Oregon's standards and state assessments, and therefore are more able and focused in terms of instruction and assessment around standards. Thus, although many schools in both groups improved, one must compare performances of the two groups to be able to judge the value added to Oregon elementary schools' academic performance by the SOI Program. In this regard, comparison schools tended to outperform SOI schools on the current year's assessments.

These graphical impressions were largely supported by statistical analyses. When statistical differences between the two groups were evident (in 3 out of 4 cases) they favored the comparison schools' students over their SOI counterparts. However, and perhaps most significantly, when the size of the statistical differences were translated into average percentile differences, no practical differences were found between SOI schools and comparison schools on objective state assessments in reading/literature and mathematics at grades 3 and 5.

Overall, at this stage in the evaluation, after one and one-half year's implementation for 3 schools, and one year's implementation for 16 additional schools, there is little or no discernable, systematic, value-added effect of the SOI Program on the academic achievement in reading/literature and mathematics for Oregon's elementary school students.

Special Education Referrals

Question

Is there a significant difference in the levels of Special Education referrals between schools experiencing the SOI Program and similar schools that do not participate in the SOI Pilot Program?

The evaluation of the SOI Program included a comparative analysis of the rates at which students are referred for assessment for special education services. This question is of important interest because, based on SOI and IDS literature, it is a claimed benefit of the program that there would be schoolwide reductions in the number of students requiring special education services (IDS, 1997a; Meeker, Meeker, & Hochstein, 1996). Simply put, the evaluation sought to determine whether there would be significant differences among SOI and comparison schools in the rates at which they referred students for special education assessment. This would provide an indication of SOI Program impact on reducing the need for special education services in the schools.

Sources of Evidence

Similar to Question 1, this question was addressed using a quasi-experimental design. Both SOI and matched comparison schools were requested to provide data on numbers of students referred for special education assessment for the two years prior to the SOI Program (1996-97, 1997-98) and for each month of the current school year (1998-99). The form provided to schools to help collect these data is included in Appendix 10.

Fifteen out of 38 schools were able to report complete data on numbers of students referred for special education assessment, for this school year (1998-99) and the previous two years. Many schools were not able to report previous years' data, as records of referrals are not systematically kept. Thirty-five of 38 schools did report current year data, and thus only referral rates for the current academic year (1998-99) were statistically compared. This somewhat limits the strength of evaluation conclusions drawn based solely on statistical comparisons. However, the statistical analyses were supplemented by graphical analysis of the trend data that are available for SOI schools, as well as teacher survey and focus group data.

Table IV.5 shows the numbers of special education referrals by school for 1997-98. From these raw data, referral rates (per 100 students) for each school were computed by dividing the number of referrals by the number of students enrolled, and then multiplying that result by 100. In addition, the focus group transcripts (see Appendix 7), information gathered from teacher satisfaction surveys (see Section IV, part 7, and Appendix 8), as well as informal interviews with school staff during site visits, provide important evidence on possible SOI Program effects for students either at risk of being referred for special education assessment, or already receiving special education services.

Table IV.5. Special Education Referral Rates by School

Question 2. Schools' levels of Special Education referrals

Year 2: August/98-June/99

School	School size		Referrals in '98-'99		Referral rate for '98-'99 (per 100 students)	
	SOI	C	SOI	C	SOI	C
Adrian*	176	71	3	10	1.7	14.1
Allen Dale	425	338	10	20	2.4	5.9
Bear Creek	570	593	50	47	8.8	7.9
Evergreen	430	459	37	30	8.6	6.5
Fairview	399	537	43	28	10.8	5.2
Fossil	57	104	1	6	1.8	5.8
Goshen	100	160	45	22	45.0	13.8
Gray*	277	413	nr	18	.	4.4
McGovern	575	476	13	26	2.3	5.5
Milner Crest	251	413	14	17	5.6	4.1
Rhododendron	413	480	37	16	9.0	3.3
Riddle	280	385	8	24	2.9	6.2
Stella Mayfield	340	341	87	nr	25.6	.
Sweetbriar	524	536	59	38	11.3	7.1
Thurston	418	440	50	11	12.0	2.5
Vale*	495	nr	39	nr	7.9	.
Waldport	486	470	12	27	2.5	5.7
Warrenton	679	531	38	54	5.6	10.2
Whitworth	340	402	43	27	12.6	6.7

Notes. N = 38 (19 SOI schools & 19 comparison schools); C = comparison schools; *these schools were participating in the SOI program for a second school year; nr = not reported.

Results

The results of our analysis of special education referral rates for SOI and comparison schools are given in Table IV.6. As shown in Table IV.6, the average referral rate in 1998-99 for 18 SOI schools in 1998-99 was 9.8 per 100 students, versus 6.8 for 17 comparison schools. One-way analysis of variance (ANOVA) demonstrated that the referral rates for the two groups were not significantly different. In other words, analysis of variance for the two groups of schools showed no effect of the SOI Program on rates of referral for special education assessment in 1998-99. This finding is consistent with that given for the 3 schools that participated in the Year 1 evaluation. Using an even more sophisticated statistical analysis (analysis of partial variance through linear regression) that takes into account some of the unique context of each school in comparison to its peers (state SES ranking), there was no detectable difference for rates of special education referral between SOI and comparison schools.

Table IV.6. Descriptive Statistics and ANOVA of Special Education Referral Rates by School

Descriptives

		N	Mean	Std. Deviation	Std. Error
Special Education Referral Rate (per 100 students)	SOI	18	9.779	10.547	2.486
	Compare	17	6.760	3.215	.780
	Total	35	8.313	7.926	1.340

ANOVA

		Sum of Squares	df	Mean Square	F	Sig.
Special Education Referral Rate (per 100 students)	Between Groups	79.680	1	79.680	1.279	.266
	Within Groups	2056.430	33	62.316		
	Total	2136.110	34			

$\alpha < .05$

From an alternative perspective, Figure IV.5 presents the graphical trends for 10 SOI schools reporting two or more years of special education referral data. As shown by the figure, there are three schools for which 1998-99 referral numbers for special education assessment differ substantially from the previous years' baseline (Adrian, Goshen, and Riddle). For 2 of the 3, the numbers of students referred for assessment this year decreased considerably (percentage-wise) from previous years. The most marked change however, was for Goshen Elementary, which saw its previous 3-year average of around 7 jump to 45 for 1998-99. The other seven schools represented in Figure IV.5 did not experience changes as qualitatively significant in special education referrals over the past year. Thus, the available trend data do not indicate a widespread SOI effect in terms of decreasing the numbers of elementary students being referred for special education assessment in these pilot schools.

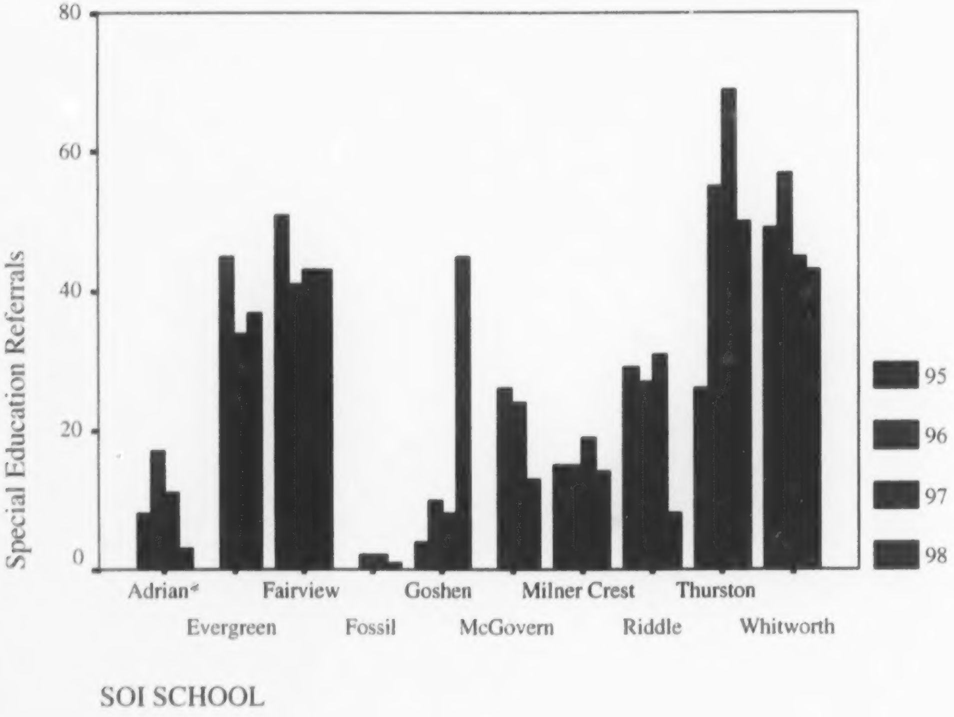

Figure IV.5. Trends in Special Education Referrals by SOI School

Additionally, SOI Specialists, technicians and classroom teachers who participated in this year's focus group meetings did provide some scattered anecdotal evidence that addresses possible special education effects of the SOI Program. For example, when prompted to cite specific effects of the SOI program, one classroom teacher noted that a number of children who had been experiencing difficulties with "reversals" in reading and writing (e.g., substituting "b" for "d", a common challenge for dyslexic children) had resolved these problems. The SOI Specialist at the same school also independently cited this example. Another teacher noted considerable improvement in one student's ability to control his motor skills (writing) and apply them to his class work. This same classroom teacher did not, however, observe such "dramatic effects" for the other four students in her classroom who attended the SOI Lab. Similarly, one SOI Specialist related that one student, diagnosed with autism, had improved considerably in his ability to "control his body." Another SOI Specialist noted that one 4th grader who previously had Individualized Education Plans (IEP) for all subjects, had made great improvement and no longer needed an IEP for reading.

Teachers also related a couple of instances whereby SOI testing had resulted in students being diagnosed for previously undiscovered vision difficulties. In a number of these cases, the student had received corrective lenses, and had improved their class work, particularly reading and writing. SOI Specialists and Technicians supported this with a number of similar examples. For instance, one SOI Specialist noted improvements for 2 students, both of whom were experiencing vision difficulties with letters and/or words moving on the page, and had now improved considerably.

Classroom teachers who participated in the focus groups further noted some generally stated effects for a few students such as improved coordination, improved speech, and improved classroom focus. For example, one teacher related that the school's speech therapist had seen "big improvements." Generally, SOI staff supported this view; for example, one Specialist noted that she had taken an informal survey of the teaching staff and had found that most teachers saw improvements in students' penmanship, spelling, writing, organization, and focus. This was echoed by the SOI Technician at the same school, who related that one parent had commented on the great improvement in her son's handwriting.

At the same time, a number of classroom teachers also expressed the difficulty they have experienced in separating the effects of the SOI program for students from other effects such as normal student maturation (growth and development) or the effects of other services students might be receiving (e.g., Title 1, medication for attention challenges, etc.). This view was seconded by a number of SOI Learning Center staff. For example, one Specialist noted that "everything has gotten better…but how do you tell what's doing it?" A number of focus group teacher participants further expressed the view that one year is a fairly short time frame to see the types of changes targeted, and that general improvement happens in small steps over time, and perhaps in areas that indirectly benefit students' school performance. As one teacher stated, perhaps "we're looking for huge things, and maybe missing little things."

Also of interest, the SOI Specialists reported during the focus groups that the reaction to the SOI Program of school specialists (including special education teachers) had been generally positive, although there had been some antagonism around areas of responsibility ("turf") at first. Other Specialists noted that the Special Education teacher is "very interested" in the SOI Program, and its potential for helping children. In other words, this special education teacher saw the SOI Program as an additional tool for diagnosing students' learning problems and providing appropriate services to students in need of special education help. (It may go without saying that viewed in this way, the SOI Program could in fact lead to increases rather than decreases in referrals for special education assessments, and subsequently, increases in special education services.) Another Specialist described "coming up against the wall" with Specialist Education resource staff at the beginning of the Program's implementation, but that now Special Education staff wanted "every student SOI-tested." In general, SOI Specialists expressed the view that SOI is a "piece of the puzzle" for helping students, and that although there may have initially been antagonism and/or misunderstandings between Special Education staff and SOI staff, in most cases those were because of poor communication and have been resolved. For example, a number of SOI Specialists are now routinely invited to participate in multidisciplinary IEP meetings.

In addition to the focus groups and other anecdotal evidence, 209 teachers who used SOI classroom modules during 1998-99 completed a "Teacher Satisfaction" survey at mid-year (December 1998 / January 1999) and 193 teachers completed the survey at the end of the school year (May / June 1999). The respondents represented all 19 SOI pilot schools.

The "Teacher Satisfaction" survey polled teachers regarding their opinions of the SOI classroom curriculum. Specifically related to the current question, classroom teachers were asked to agree or disagree with the statement "the SOI curriculum modules were particularly helpful for my learning disabled students." At mid-year, of the 209 teachers, 37% thought the curriculum modules were helpful to their students with learning disabilities; 27% were neutral (neither agree nor disagree); 13% thought the modules were not particularly helpful; and, 21% felt it was too soon to tell whether the modules were helpful or not.

At the end of the school year, these percentages had improved slightly in favor of the SOI curriculum modules. Of 193 teachers, 46% thought the curriculum modules were helpful to their students with learning disabilities; 31% were neutral (neither agree nor disagree); 13% viewed the modules as not particularly helpful; and, 10% felt it was too soon to tell whether the modules were helpful or not.

Summary

In favor of the SOI Program, there continue to be a number of anecdotal reports from both SOI school staff and classroom teachers of improvements for some children as a result of the Program. For instance, focus group participants noted in general terms, improvements in speech, writing, reading, and students' focus. In specific terms, focus group participants noted improvements in particular students' motor control, reading, and handwriting. Also, the SOI school staff, and to a lesser degree the classroom teachers observed generally positive interactions with Special Education staff in the schools, after a sometimes uncertain beginning.

Additionally, by the end of the 1998-99 school year, just about one half (46%) of the almost 200 classroom teachers using SOI curriculum modules in their classrooms agreed or strongly agreed with the statement "The SOI curriculum modules were particularly helpful for my learning disabled students." Although this result does indicate that fully one-half of the classroom teachers surveyed remain unsure about the efficacy of the SOI curriculum, or disagree that it is helpful for "learning disabled students," it does also indicate a surprisingly strong positive view of the SOI curriculum by classroom teachers.

It may well be that the program has gained some level of acceptance among teachers and special education staff. Teachers may view the SOI Program as an additional venue for children in need to receive more individual help than is possible in the classroom setting. Special educators in the schools may also see the SOI Program as additional help for those students who do not qualify for special services, yet need extra help, or, as an additional diagnostic screen that helps them design better services to children.

However, despite generally good interactions among SOI and special education school staffs, and scattered positive testimony on improvements for students, after one school year's implementation for 16 schools, and one-and-a-half years for 3 schools, there is no statistical difference in the rates of Special Education referrals between schools experiencing the SOI Program and similar comparison schools that have not participated in the SOI Pilot Program. That is, **at this point there continues to be no detectable SOI Program effect on numbers**

of students referred for special education assessment. This finding is somewhat limited by the lack of previous year referral rate data for 9 of 19 SOI schools. However, the finding is supported by graphical trend analysis that shows that few schools reporting multi-year data have experienced substantial change from previous years, and that change is as likely to be an increase in numbers of students referred, as a decrease in numbers of students referred.

Behavior (Disciplinary) Referrals

Question

Is there a significant difference in the levels of behavior referrals between schools experiencing the SOI Program and similar schools that do not participate in the SOI Pilot Program?

The evaluation of the SOI Program included a comparative analysis of the rates at which students are referred to the school office (e.g., principal or assistant principal) for unacceptable behavior (this includes classroom, playground, and general school behavior). This question is of important interest because, based on SOI and IDS literature, it is a claimed benefit of the program that there would be schoolwide improvement in the number of disciplinary referrals (IDS, 1997a). According to the BRIDGES document *Every Child Can Learn*,

> Because the BRIDGES program [SOI, our clarification] measurably improves general academic performance, the mind's ability to focus, and overall student self-respect, it has a significant impact on reducing both Special education and disciplinary referrals. (IDS, 1997a, p. 2)

and,

> …preliminary results also suggest that the BRIDGES program [SOI, our clarification] contributed significantly to reduced disciplinary problems, reduced costs for Special Education and has strong parental support. (IDS, 1997a, p. 5)

Simply put, this program evaluation sought to determine whether there would be significant differences among SOI and comparison schools in the rates at which they referred students for disciplinary reasons (unacceptable behavior). This would provide an indication of SOI Program impact on reducing behavior or disciplinary problems in the schools.

Sources of Evidence

Similar to Questions 1 and 2, this question was addressed using a quasi-experimental design. Both SOI and matched comparison schools were requested to provide data on numbers of students referred to the school office for unacceptable behavior for the two years prior to the SOI Program (1996-97, 1997-98) and for each month of the current school year (1998-99). The form provided to schools to help collect these data is included in Appendix 10.

Fifteen SOI pilot schools and five comparison schools were able to report at least two years of data (the current year and one year prior) on numbers of students referred to the school office for unacceptable behavior. Many comparison schools were not able to report previous years' data, as records of referrals are not typically kept. Thus only referral rates for the current academic year were statistically compared. This of course limits somewhat the strength of any evaluative conclusions drawn. However, the statistical analysis was supplemented by graphical analysis of the 2-year trend data that are available for 15 SOI schools, as well as teacher survey and focus group data.

Table IV.7 shows the numbers of disciplinary referrals by school for 1998-99. From these raw data an "annual per student" unacceptable behavior referral rate was computed, simply by dividing the number of behavior referrals by the number of students enrolled. This provides a behavior referral rate that may be interpreted as "the number of disciplinary referrals per student, over the 1998-99 school year." For example, for 1998-99, Adrian Elementary recorded 0.3 behavior referrals per student, while Comparison school 1 experienced a rate of 1.9 behavior referrals per student. In addition to each school's per student referral rate for the current school year and graphical analysis of the available trend data, the focus group transcripts and information gathered from informal interviews with school staff during site visits, and the "Teacher Satisfaction" surveys also provide some evidence on possible SOI Program effects on improving schoolwide behavior (reducing numbers of disciplinary referrals).

Results

The results of our analysis of behavior referral rates for SOI and comparison schools are given in Table IV.8. As shown in Table IV.8, the average referral rate in 1998-99 for the 19 SOI schools was 0.56, versus 0.58 for 15 comparison schools. One-way analysis of variance (ANOVA) demonstrated that the referral rates for the two groups were not significantly different. In other words, analysis of variance showed no effect of the SOI Program on rates of disciplinary referral for the two groups of schools in the current school year. Even using a more sophisticated statistical analysis (analysis of partial variance through linear regression) that takes into account some of the unique context of each school in comparison to its peers (state SES ranking), there was no difference detectable for rates of behavior referral between SOI and comparison schools.

From another perspective, Figure IV.6 presents the graphical trends for 15 SOI schools reporting two consecutive years of behavior referral data. There are a couple of noteworthy points to be made from this figure. First, 3 of 15 schools recorded substantial declines in numbers of behavior referrals (Allen Dale, Fairview, and Milner Crest). Second, 5 of 15 schools recorded substantial increases in numbers of behavior referrals (Gray, McGovern, Stella Mayfield, Vale, and Whitworth). To be fair, it should be noted that three of these had this year instituted either a new method for recording referrals (McGovern and Whitworth) or a new discipline program (Stella Mayfield). Also, Whitworth's student body has grown considerably over the past year because of changes in the school's configuration and boundaries. Third, all 3 SOI schools that were participating in the program for a second year recorded increases in the numbers of behavior referrals. Thus, the available 2-year trend data do not indicate an SOI effect in terms of decreasing the numbers of elementary students being referred for unacceptable behavior in these pilot schools. In fact, from 97-98 to 98-99, slightly more SOI schools experienced increases in behavior referrals than experienced decreases.

Table IV.7. Behavior Referral Rates by School

Question 3. Schools' levels of behavior (disciplinary) referrals

Year 2: August/98-June/99

School	School size		Referrals in '98-'99		Referral rate for '98-'99 (per student)	
	SOI	C	SOI	C	SOI	C
Adrian*	176	71	47	133	.3	1.9
Allen Dale	425	338	299	138	.7	.4
Bear Creek	570	593	240	81	.4	.1
Evergreen	430	459	539	54	1.3	.1
Fairview	399	537	49	543	.1	1.0
Fossil	57	104	23	130	.4	1.3
Goshen	100	160	102	63	1.0	.4
Gray*	277	413	214	nr	.8	
McGovern	575	476	382	71	.7	.1
Milner Crest	251	413	98	nr	.4	
Rhododendron	413	480	208	79	.5	.2
Riddle	280	385	131	370	.5	1.0
Stella Mayfield	340	341	48	nr	.1	
Sweetbriar	524	536	301	390	.6	.7
Thurston	418	440	146	60	.3	.1
Vale*	495	nr	112	nr	.2	
Waldport	486	470	254	467	.5	1.0
Warrenton	679	531	623	65	.9	.1
Whitworth	340	402	330	80	1.0	.2

Notes. N = 38 (19 SOI schools & 19 comparison schools); C = comparison schools; *these schools were participating in the SOI program for a second year; nr = not reported.

However, SOI Specialists and Technicians and classroom teachers participating at the focus group meetings did provide some isolated anecdotal evidence that addresses possible effects of the SOI Program on improving students' behavior. For example, one SOI Specialist noted that many children had been referred to the SOI Lab for behavior, but once in the Lab they did not manifest behavior problems, and most went right to work. This SOI Specialist further stated that the principal was "amazed at how the students in the SOI Lab were able to focus." Another Specialist noted one student's control of his behavior and temper had improved, and a third Specialist related a similar story for another student. Also, another Specialist noted that classroom teachers had commented that students attending the SOI Lab were better able to focus and were "staying in their seats better. Another Specialist related that one 6th grader had really struggled with being "negative and aggressive" but had really improved on these dimensions because of the SOI Lab.

Table IV.8. Descriptive Statistics and ANOVA of Behavior (Disciplinary) Referral Rates by School

Descriptives

		N	Mean	Std. Deviation	Std. Error
Behavior Referral Rate (per student)	SOI	19	.563	.313	7.173E-02
	Compare	15	.576	.536	.139
	Total	34	.569	.419	7.184E-02

ANOVA

		Sum of Squares	df	Mean Square	F	Sig.
Behavior Referral Rate (per student)	Between Groups	1.540E-03	1	1.540E-03	.009	.927
	Within Groups	5.789	32	.181		
	Total	5.790	33			

$\alpha < .05$

In addition to the focus groups' anecdotal evidence, 209 teachers who used SOI classroom modules during 1998-99 completed a "Teacher Satisfaction" survey at mid-year (December 1998 / January 1999) and 193 teachers completed the survey at the end of the school year (May / June 1999). The respondents represented all 19 SOI pilot schools.

The "Teacher Satisfaction" survey polled teachers regarding their opinions of the SOI curriculum. Specifically related to the current question, classroom teachers were asked to agree or disagree with the statement "the SOI curriculum modules were particularly helpful for my students whose behavior in class had been a problem." At mid-year, of 209 teachers, 28% thought the curriculum modules were helpful to their students with challenging behavior; 30% were neutral (neither agree nor disagree); 18% thought the modules were not particularly helpful; and, 21% felt it was too soon to tell whether the modules were helpful or not.

At the end of the school year, these percentages had improved slightly in favor of the SOI curriculum modules. Of 193 teachers, 35% thought the curriculum modules were helpful to their students whose behavior had been a problem; 36% were neutral (neither agree nor disagree); 16% viewed the modules as not particularly helpful; and, 9% felt it was too soon to tell whether the modules were helpful or not.

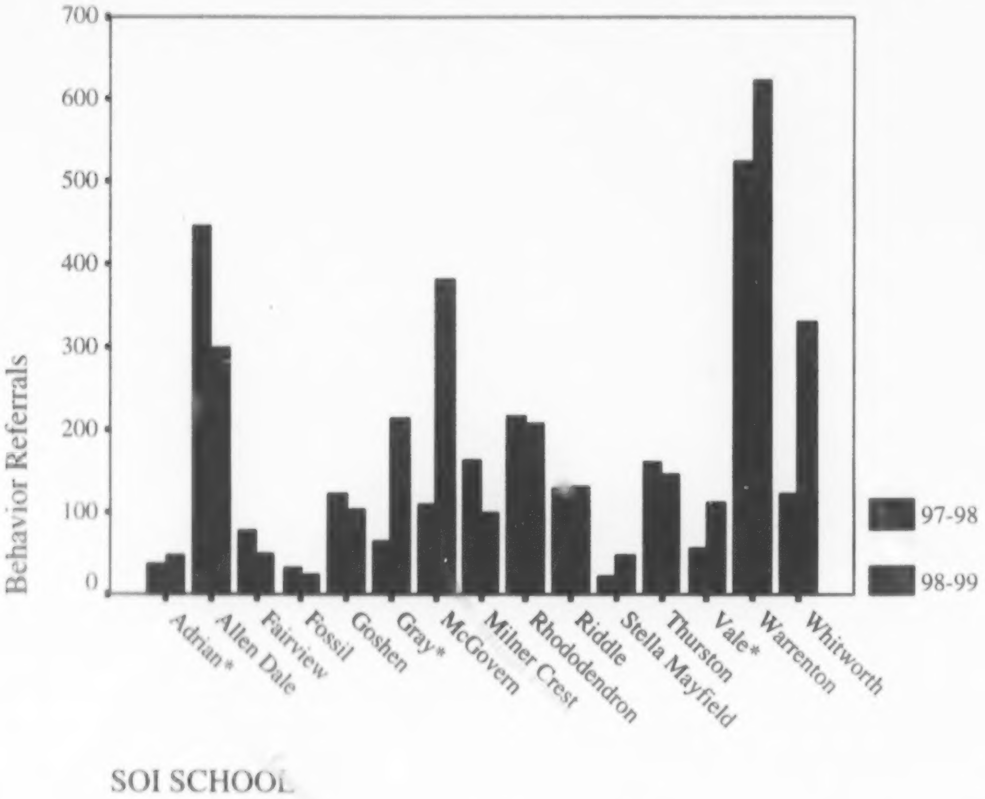

Figure IV.6. **Trends in Behavior Referrals by SOI School**

Summary

There are scattered anecdotal reports of improvements in behavior for some children as a result of the SOI Program. For instance, classroom teacher and SOI staff focus group participants noted that some students had shown improved behavior, including instances of reduced negativity, better control of temper, and improved on-task focus and behavior.

Additionally, by the end of the '98-'99 school year, about one-third of teachers (35%) using SOI curriculum modules in their classrooms agreed or strongly agreed with the statement "The SOI curriculum modules were particularly helpful for my students whose behavior in class had been a problem."

However, despite scattered positive testimony, mainly from SOI school staff, and positive ratings for the SOI curriculum from about one-third of participating teachers, at the current time there is no statistical difference in the levels of behavior referrals between schools experiencing the SOI Program and similar schools that have not participated in the SOI Pilot Program. That is, **at this point there is no detectable SOI Program effect in terms of reducing disciplinary referrals for schools**. This finding is consistent with that reported for Year 1 of the program evaluation. However, the result is somewhat limited by the low number of comparison schools that reported previous years' data which in turn resulted in statistical comparisons of behavior referral rates for1998-99 only.

English Language Acquisition

Question

Is there a significant difference in language acquisition rates for students with English as a second language between schools experiencing the SOI Program and similar schools that do not participate in the SOI Pilot Program?

The evaluation of the SOI Program included a comparative analysis of the numbers of students receiving English as a Second Language (ESL) services in SOI and comparison schools, and the time needed for students to transition through ESL programs (an indicator of students' rate of English language acquisition). This question is of interest because IDS literature states:

> …because the SOI Model School blueprint comprises methods and materials by which students may maximize their learning abilities to their natural potential, this program does increase the probability that students will learn more and perform better in all subject areas. (IDS, 1997b, p. 1)

Thus, the Oregon Department of Education's request for proposal (ODE, January 1998) noted that the third-party program evaluation should address "the rate of growth in language acquisition for students with English as a second language" (p. 13).

Sources of Evidence

Similar to the previous questions, this question was addressed using a quasi-experimental design. Both SOI and matched comparison schools were requested to provide data on numbers of students classified as ESL, and receiving ESL program services, for the two years prior to the current year's implementation of the SOI Program (1996-97, 1997-98), and for the current school year (1998-99). Schools were further asked to report on students who entered or left (no longer required) ESL services during the current school year. If there were students who left ESL classification because ESL support was no longer required, school personnel were asked to note the amount of time that student had spent in the program (e.g., 1 year, 2 years, 2.5 years, etc.). These data were intended to provide some insight into student transition rates through ESL programs, as an indicator of growth in English language acquisition. The form provided to schools to help collect these data is included in Appendix 10.

For this school year, 12 of 19 SOI schools and 9 of 19 comparison schools reported complete data on numbers of students receiving ESL services for the two years prior, as well as numbers of students served by ESL programs at the beginning and end of the current year. As shown in Table IV.9 most schools were able to report the number of students served by ESL programs for the current school year. In addition, 5 SOI schools and 6 comparison schools provided data on the reasons for students exiting ESL programs during the '98-'99 school year.

Table IV.9. Numbers of Students Classified ESL by School and Year

Question 4. Schools' numbers of students classified as ESL

Year 2: August/98-June/99

School	Average no. for '96-'97 and '97-'98		At start '98-'99		At end '98-'99		Net change in '98-'99		"Graduated ESL" in '98-'99	
	SOI	C	SOI	C	SOI	C	SOI	C	SOI	C
Adrian*	33	0	34	0	16	0	-18	0		
Allen Dale	1	nr	0	8	0	7	0	-1		
Bear Creek	nr	nr	21	8	32	10	11	2		
Evergreen	13	18	18	18	14	15	-4	-3		
Fairview	82	112	79	106	87	141	8	35		
Fossil	0	0	0	0	0	0	0	0		
Goshen	0	nr	0	0	0	0	0	0		
Gray*	8	31	8	41	4	42	-4	1		
McGovern	nr	6	0	8	0	3	0	-5		
Milner Crest	8	1	8	0	8	0	0	0		
Rhododendron	1	nr	2	13	0	15	-2	2		
Riddle	nr	13	0	16	0	11	0	-5		
Stella Mayfield	0	nr	0	nr	0	nr	0	nr		
Sweetbriar	nr	nr	18	25	nr	14	nr	-11		16
Thurston	0	0	0	3	0	2	0	-1		
Vale*	73	nr	19	nr	74	nr	55	nr		
Waldport	1	0	1	0	1	0	0	0		
Warrenton	nr	0	4	0	4	0	0	0		
Whitworth	8	nr	10	2	12	2	2	0	2	

Notes. N = 38 (19 SOI schools & 19 comparison schools); C = comparison schools; *these schools were participating in the SOI program for a second school year; nr = not reported.

In addition to the school data shown in Table IV.9, a number of informal interviews with school principals during site visits to the schools did provide needed insight into the changes in numbers of students classified as ESL over the current school year.

Results

Comparing the numbers of children served by ESL programs in the schools, and the time required for program transition is challenging. According to school principals, in many schools, changes in the numbers of ESL students are due to the annual migration (primarily to and from Texas) of mainly Mexican farm workers. For example, in the Ontario area the migration south happens around mid-October, or when the weather starts to get cold, as the housing at the camps is not heated. Similarly, the principal at the comparison school for Vale Elementary pointed out that "numbers [of ESL students] change as students are mobile." The essential point is that in many cases that show seemingly notable changes in numbers of ESL students served, these changes were due to the movement into and out of school of students accompanying migrant or mobile parents. For example, the changes observed for Adrian and Vale are due to the normal yearly migration of farm workers, and not to any effect of the SOI Program.

It was further noted in discussion with school principals that although "testing out" of ESL programs does happen, it is a rare event. Typically, once children are classified or qualified for ESL services, they retain that classification until they leave the school, or no longer qualify because of a change in residency status. This is borne out by the data provided by some SOI and comparison schools on the reasons for students leaving ESL services during the 1998-99 school year. As seen in Table IV.10, only Whitworth Elementary and comparison school 14 reported students exiting ESL programs because they had been evaluated (or reevaluated) and found to no longer require ESL services.

Table IV.10. Reasons for Students Exiting ESL by School

SOI Schools	Reasons Given for Exit from ESL Programs
Adrian	21 students left ESL (moved away for economic reasons)
Evergreen	5 students left ESL (2 moved and 3 [became] homeless);
Gray	4 students left ESL (all moved out of the school district)
Rhododendron	2 students left ESL (brothers who moved away from the district);
Whitworth	2 students left ESL (7 months) after being re-evaluated by ESL staff

Comparison Schools	
2	1 student left ESL (moved away)
4	3 students left ESL services (2 moved and 1 by parent request)
8	5 students left ESL (all moved away)
9	7 students left ESL (no reason given)
12	7 students left (no reason given)
14	17 students left ESL (16 after being evaluated by ESL staff [time spent in ESL not given] and 1 moved away)

The data presented in Tables IV.9 and IV.10 are useful in understanding the operation of schools' ESL programs and the unique context of each school participating in the evaluation. However, these data do not seem to provide, as intended, guidance on the question as to whether the SOI Program affects the rate at which ESL students acquire English language. That is, from the data collected to this point, the evaluation cannot directly address this question.

Summary

From the data collected and analyses conducted to this point, the evaluation has learned that the numbers of ESL students schools serve are part of the unique context of each school, and can vary widely within each school over the course of a school year. However, if counted at a consistent point in time from year to year, the numbers of ESL children served by a particular school do tend to be stable over time, and largely dependent on geography. That is, observed changes in ESL numbers are mainly due to the mobility of children and their families rather than to graduation from ESL services, although this does happen in some cases. Therefore, at this point in the evaluation of the SOI Program, the question as to whether the program has a beneficial effect on language acquisition rates is not addressed, as numbers of students entering and/or leaving ESL services are reflections of mobility rather than language acquisition. Thus, the rates at which ESL classified students acquire English language require more direct study in the next phase of the program evaluation.

School Attendance (Average Daily Attendance)

Question

Is there a significant difference in attendance rates between schools experiencing the SOI Program and similar schools that do not participate in the SOI Pilot Program?

The evaluation of the SOI Program included a comparative analysis of the attendance rates reported by SOI and comparison schools, over time. This question is of important interest because, based on SOI and IDS literature, it is a claimed benefit of the program that there would be schoolwide improvements in attendance (i.e., reductions in rates of absenteeism, IDS, 1997b, p. 3). Simply put, the evaluation sought to determine whether there would be significant differences in rates of student attendance among SOI and comparison schools that would provide an indication of SOI Program impact in the schools.

Sources of Evidence

Similar to previous questions, this was addressed using a quasi-experimental design. Both SOI and matched comparison schools were requested to provide data on attendance rates for the three years prior to the SOI Program (1995-96, 1996-97, 1997-98) and for each month/quarter of the current school year (1998-99). The form provided to schools to help collect these data is included in Appendix 10.

Twelve SOI schools and 6 comparison schools were able to report attendance data for the current school year and at least two years prior. Fourteen SOI schools and 7 comparison schools provided data on attendance rates for the current school year and one year prior. Table IV.11 shows attendance rates by school for 1998-99, as well as the rates for the two previous school years. From these raw data an attendance rate change has been calculated, simply by averaging each school's attendance rate for 1996-97 and 1997-98, and subtracting this average from the school's attendance rate for 1998-99. This attendance rate change provides a reasonable index of any deviation in attendance patterns using the previous one or two school years as baseline for each school. Thus two sets of attendance data were statistically compared: attendance rates for the current school year (14 SOI schools vs. 18 comparison schools), and attendance rate changes (7 SOI schools vs. 7 matched comparison schools). The lack of complete data for some schools limits somewhat the strength of evaluative conclusions drawn. However, the statistical analyses were supplemented by graphical analysis of the 3-year trend data that are available for 12 SOI schools.

In addition to schoolwide attendance rates, the focus group transcripts and information gathered from informal interviews with school staff during site visits, as well as the teacher satisfaction survey (Appendix 8), were examined for possible indications of Program effect on student attendance.

Results

The results of our analysis of changes in attendance rates for SOI and comparison schools are given in Table IV.12. As shown in the table, the average attendance rate for 14 SOI schools in 1998-99 was about 93%, versus about 94% for 18 comparison schools. One-way analysis of variance (ANOVA) demonstrated that the attendance rates for the two groups were not significantly different.

Table IV.11. Attendance Rates by School and by Year

Question 5. Schools' attendance rates

Year 2: August/98-June/99

School	School size		Attendance for 96-97		Attendance for 97-98		Attendance for 98-99		98-99 change from previous baseline	
	SOI	C	SOI	C	SOI	C	SOI	C	SOI	C
Adrian*	176	71	94.0	97.0	95.0	93.2	94.0	94.1	-.7	3.4
Allen Dale	425	338	94.0	nr	95.0	nr	96.0	94.0	1.7	.
Bear Creek	570	593	nr	nr	nr	nr	nr	96.8	.	.
Evergreen	430	459	90.0	nr	97.0	nr	94.5	93.1	1.0	.
Fairview	399	537	nr	nr	nr	nr	nr	93.7	.	.
Fossil	57	104	94.8	92.0	93.1	nr	93.9	91.0	.3	-1.0
Goshen	100	160	94.0	nr	94.0	nr	94.6	94.7	.6	.
Gray*	277	413	93.5	93.6	94.2	92.6	93.4	92.0	-.2	-1.7
McGovern	575	476	nr	nr	91.9	nr	91.2	94.0	-.7	.
Milner Crest	251	413	nr	98.4	95.6	98.4	94.6	95.8	-1.0	-2.6
Rhododendron	413	480	93.8	95.0	93.3	95.0	93.1	95.6	-.8	.6
Riddle	280	385	93.0	nr	93.9	nr	92.3	94.7	-1.4	.
Stella Mayfield	340	341	96.1	nr	96.0	95.0	89.5	95.6	-6.6	.6
Sweetbriar	524	536	nr	nr	nr	nr	nr	95.5	.	.
Thurston	418	440	94.4	nr	93.9	nr	94.7	95.5	.5	.
Vale*	495	nr	91.3	nr	94.5	nr	95.3	nr	2.2	.
Waldport	486	470	93.0	93.0	91.0	93.0	91.0	94.3	-1.0	1.3
Warrenton	679	531	nr	94.0	nr	93.0	nr	92.7	.	-.8
Whitworth	340	402	93.3	nr	92.7	nr	nr	93.1	.	.

Notes. N = 38 (19 SOI schools & 19 comparison schools); C = comparison schools; *these schools were participating in the SOI program for a second year; nr = not reported.

Also given in Table IV.12 are the results of a second one-way ANOVA that compared the change in attendance rates for 7 SOI schools and their 7 matched counterparts for which these data are available. Again, there was no statistical difference found between SOI schools and comparison schools. In other words, analysis of variance for the two groups of schools showed no effect of the SOI Program on attendance rates in 1998-99. Even using a more sophisticated statistical analysis (analysis of partial variance through linear regression) that takes into account some of the unique context of each school in comparison to its peers (state SES ranking), there was no detectable difference in rates of attendance between SOI and comparison schools.

In addition to the statistical analysis of attendance rates for the current school year as well as changes in attendance rate, graphical analysis of the 2- or 3-year trend data that are available for SOI schools is shown in Figure IV.7. As shown, 5 SOI schools experienced an improvement in attendance for the current year over the previous year's rate, while 9 SOI schools experienced a decline. Interestingly, of the 3 SOI schools that were participating for a second year, 1 experienced an increase in attendance (Vale) continuing a trend from the two previous years, and 2 experienced declines in attendance, returning to levels seen two years ago (Adrian and Gray).

Table IV.12. Descriptive Statistics and ANOVA of Attendance Rates by School

Descriptives

		N	Mean	Std. Deviation	Std. Error
Attendance Rate '98-'99	SOI	14	93.436	1.837	.491
	Compare	18	94.233	1.479	.349
	Total	32	93.884	1.666	.295

ANOVA

		Sum of Squares	df	Mean Square	F	Sig.
Attendance Rate '98-'99	Between Groups	5.010	1	5.010	1.854	.183
	Within Groups	81.052	30	2.702		
	Total	86.062	31			

$\alpha < .05$

Table IV.7. Continues.../

ANOVA

		Sum of Squares	df	Mean Square	F	Sig.
Change in Attendance Rate between '98-'99 and Baseline Average	Between Groups	8.026	1	8.026	1.687	.218
	Within Groups	57.090	12	4.757		
	Total	65.115	13			

$\alpha < .05$

The results of the teacher satisfaction surveys indicate that of the 209 teachers at mid-year, and 193 at year-end, 68% and 66% respectively agreed or strongly agreed that the SOI curriculum modules were enjoyed by their students. In addition, at the focus groups and during site visits, the SOI school staff were in universal agreement that their students enjoyed very much attending the SOI Lab. These may be indicators that the SOI classroom modules and Lab provide some motivation for students to be in school, and thus provides some slight rationale that attendance for SOI schools could improve in comparison to schools that do not use the SOI Program. However, when prompted for direct anecdotes or evidence regarding SOI Program effects on students' attendance, Specialists, Technicians, and teacher participants at the focus group meetings did not provide any evidence that addresses possible attendance effects, either negative or positive, of the SOI Program.

Summary

There is little anecdotal evidence of the effect of the SOI Program on student attendance in the schools at this point of the evaluation. Also, statistical analysis shows that there is no difference in current year attendance rates, or in the change in attendance rates, between schools experiencing the SOI Program and similar schools that have not participated in the SOI Pilot Program. Supplementary graphical analysis also shows that about twice as many SOI schools experienced declines in their attendance rates as experienced improvements, and two of three SOI schools implementing the Program for a second year showed declines in attendance. That is, **at this point there is no detectable SOI Program effect in terms of improved attendance rates for schools**.

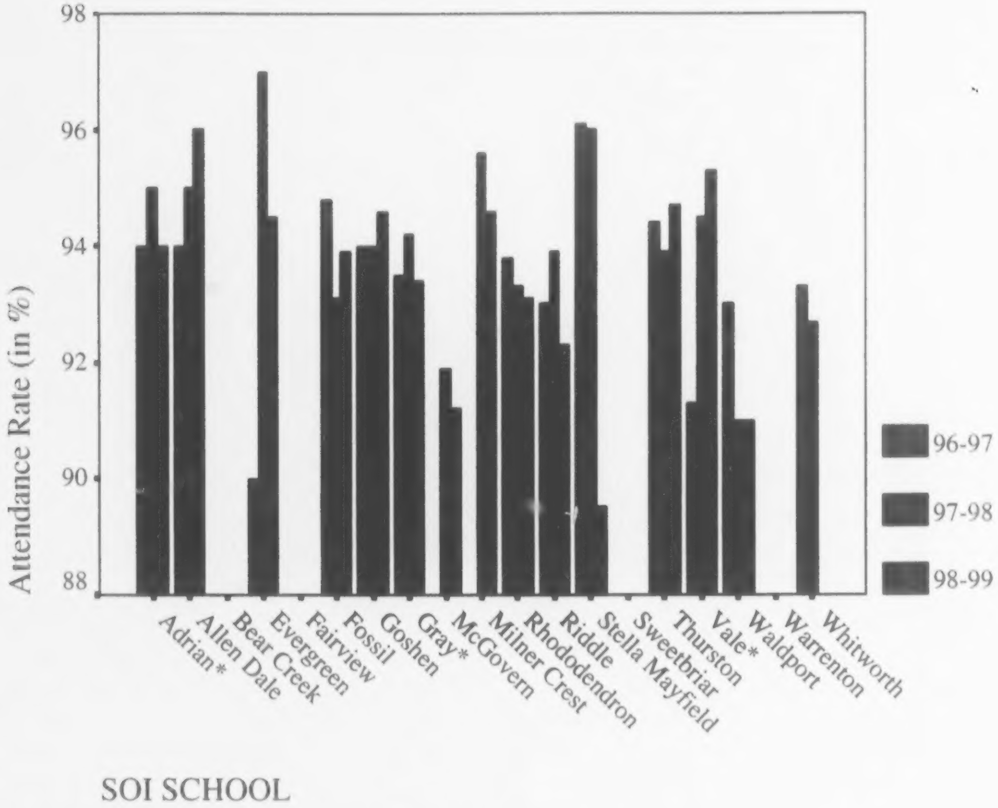

Figure IV.4. Trends in Student Schoolwide Attendance by SOI School

Teacher Satisfaction

Questions

This evaluation of the SOI Program included an assessment of the levels of satisfaction classroom teachers experienced with the SOI Program generally, and with the SOI curriculum modules specifically. In essence, we sought to understand teachers' views about the SOI Program based on their use of the SOI curriculum modules and interaction with the SOI school staffs, and further, we sought to determine whether teachers are able to report benefits of the Program for their students.

Sources of evidence

Two sources of evidence have been brought to bear on this question. The first is the results of a teacher satisfaction survey administered at about the mid-point of the academic year and again at year-end. The second is the testimony of about 20 randomly selected teachers representing each of the SOI schools, taken at two focus group meetings in April 1999.

Results

Teacher Survey. The teacher satisfaction survey is comprised of statements related to the benefits for students claimed by IDS and the SOI Program, as well as statements to do with the usability of the SOI curriculum modules. The survey contained the following 7 statements:

The SOI curriculum modules are:

1) *easy to use;*
2) *enjoyable to teach;*
3) *enjoyed by my students;*
4) *helpful for my students' learning generally;*
5) *particularly helpful for my learning disabled students;*
6) *particularly helpful for my students whose behavior in class had been a problem; and*
7) *satisfying for me as a teacher.*

A 6 point rating scale was provided (0 = too early to tell; 1 = strongly disagree; 2 = disagree; 3 = neither agree nor disagree; 4 = agree; 5 = strongly agree). The survey was circulated in December, 1998 and/or January 1999 and again in the latter part of the academic year in May 1999. Two hundred and nine (209) teachers responded to the mid-year circulation; 193 teachers responded to the end-of-year circulation. The results of the two administrations (mid-year and end-of-year) are presented in Figures IV.8 and IV.9 below.

The results in the two figures represent relatively little change in responses to the statements over time. The most notable change observed were teachers' responses to statement 4 ("The SOI curriculum modules are helpful for my students' learning generally") where the percentage of teachers answering "agree" or "strongly agree" increased from 47% at mid-year to 62% by year's end.

Teacher Satisfaction of SOI Modules at Mid 1998-99 (n = 209)

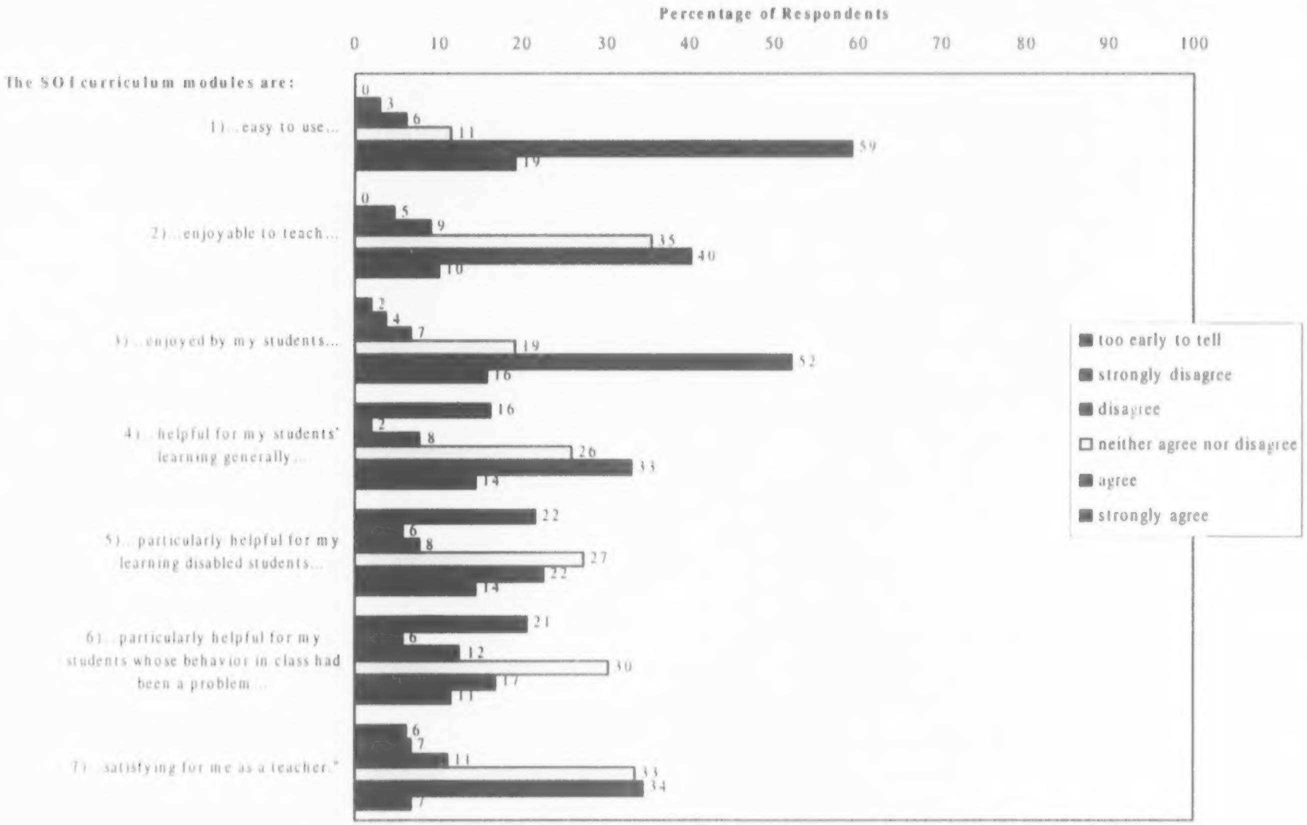

Figure IV.8. Teacher Satisfaction regarding SOI Curriculum Modules at mid-1998-99.

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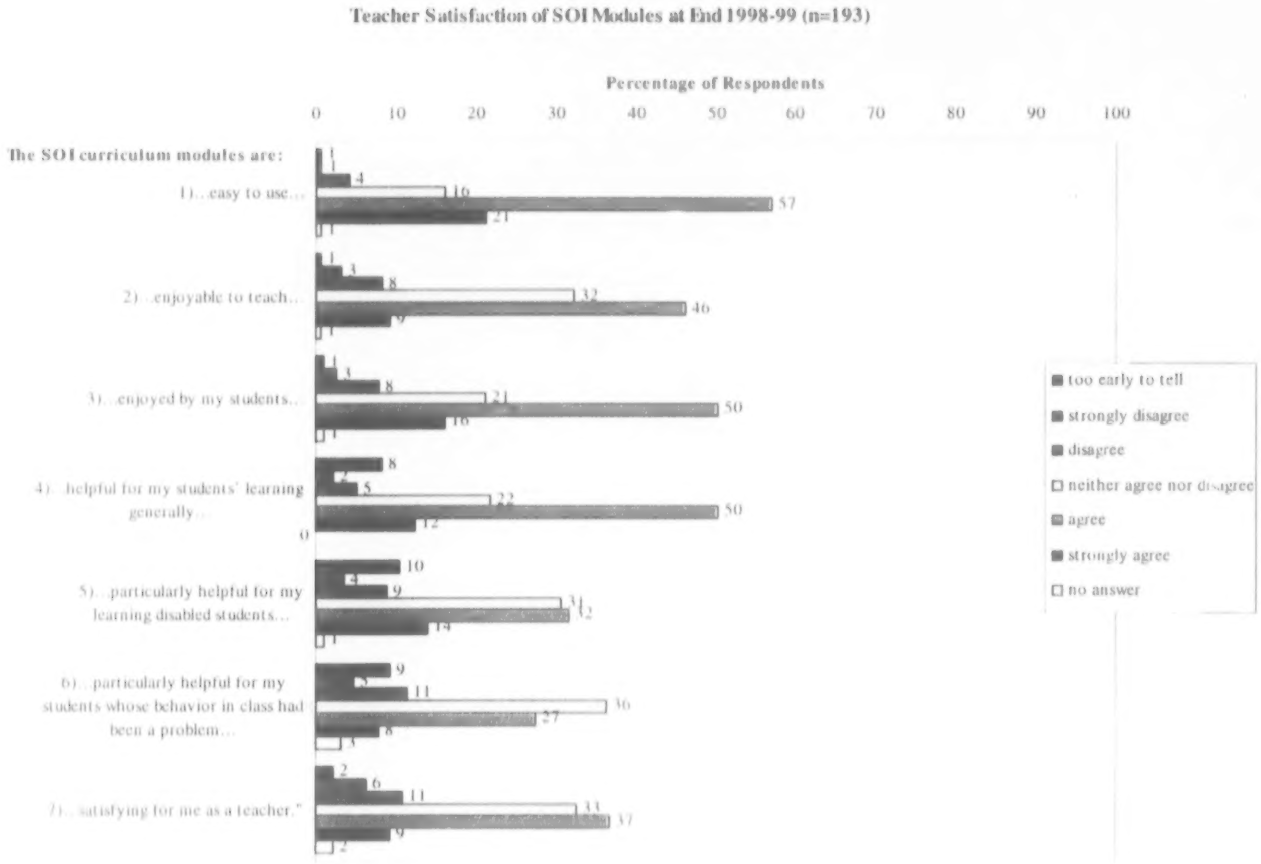

Figure IV.9. Teacher Satisfaction regarding SOI Curriculum Modules at end 1998-99.

Changes were also noted over the course of the year in the "too soon to tell" responses for statements 4 ("…helpful for my students' learning generally"), 5 ("…particularly helpful for my learning disabled students"), and 6 ("…particularly helpful for my students whose behavior in class had been a problem"). For these statements it appears that the teachers felt they have had enough experience with the SOI modules to form an opinion about their use and effectiveness. Regarding the statements concerning students with learning challenges (5 and 6) the end-of-year responses showed a shift from "too soon to tell" to both the neutral position *and* a shift to the agree/strongly agree position.

Overall, the survey statements can be grouped by ease of use, enjoyment, and general levels of satisfaction (statements 1-3 and 7) and by observed SOI curriculum effects for students (statements 4, 5, and 6). These results are given in Table IV.13.

Table IV.13. Summary of Teacher Survey Responses

Type of Question	Type of Response		
	Negative	Neutral/ Too soon to tell	Positive
Questions related to ease, enjoyment and satisfaction (# 1-3, 7)	10.8%	26.5%	61.5%
Questions related to noted effects on students (#4, 5, 6)	11.9%	38.9%	47.8%

Note. These data are taken from the end of year (May, 1998) distribution of the Teacher Satisfaction Survey, n = 193.

Teacher Focus Groups

Classroom teachers selected at random from each of the participating schools attended focus group sessions on April 15 and 20, 1999. Among the questions asked of them (see Appendix 6 for a complete listing of the focus group questions) were questions relating to their levels of satisfaction with the implementation and observed effects of the SOI classroom modules. Specific questions related to this discussion are:

- How do the SOI modules fit within your curriculum?
- What was your greatest challenge in implementing the SOI modules in your classroom?
- Tell us about your greatest success with the SOI modules in your classroom;

- In your view, what has been the effect(s) of having the SOI Program in your school?

The teachers' responses were quite varied. Many felt that the SOI modules took much longer and considerably more effort to implement than they were lead to believe. As previously noted, teachers also were critical of the timing of the introduction of the Program (the beginning of the school year) and the lack of training available to them. They also expressed frustration with the lack of relationship they perceived between the module activities and the Oregon curriculum standards. However, despite the negative comments reflecting their frustration with the demands of the modules, the teachers also had praise for many aspects of the implementation of the SOI Program. These comments were far-ranging and addressed, among other things, issues of faculty cohesion and classroom diversity.

Representative comments included:

- the modules "are not teacher friendly"
- "figuring out where to fit them in was hard"
- "finding the best chunk of time during the day to make it work was difficult"
- "we all agreed on something [implementing the SOI Program] and we carried through—that's unusual in our school"
- the modules "improve visual perception"
- "the [SOI] Lab is great"
- "It's been nice to have the modules, nice for everybody to be on the same playing field. All kids come together and all do this"
- The "modules on learning styles—allowed me to catch learning styles. It lead to a lesson"

The teachers at both focus group sessions were asked a final question concerning the continuation of the SOI Program:

- Would you like to see the SOI Program continued in your school? Why or Why not?

The teachers' responses to this question reflected, and in some ways summarized, the content and tone of their impressions and opinions of the SOI Program:

- "Adamant yes—comes at it from vision therapy…a neat opportunity to at last have some problems caught and addressed. It's been the answer for some kids and parents"
- "Yes. Teaches students how to learn…"
- "not been long enough to give it a fair trial"
- "Yes. Modules in my classroom have not been painful. It takes more than one year"
- "…struggled with the modules and no fun—too early to judge"
- "definitely should continue"
- "Modules…not sure…[but] if they help one child and don't hurt anything…I'm for anything that will help anybody"
- "Lab is good. Modules, no. Very expensive program"

- "Don't know how many are being helped"
- "Hate to see it stopped—so new—needs another year or more. Change is difficult—need to work it through—the majority will come around. [The SOI Program will] not be new next year—part of the routine"
- "...Does need to continue. Hate to have another program come and go. Teachers are frustrated by the 'pendulum pattern'."

The information obtained for this section on teacher satisfaction with the SOI Program suggests that nearly half of the teachers (46%) feel the classroom modules are satisfying for them as teachers, that more than half of them (55%) feel the modules are enjoyable to teach and that about two-thirds of them (62% to 66%) feel that the modules are helpful for their students' learning and that their students enjoy the modules. The teachers are consistent in urging that the SOI Program continue; they offer mixed support for the continuation of the classroom modules but offer strong support for the continuation of the Learning Center activities.

Teaching Research Division's third party evaluation of the Structure of the Intellect Model Schools Pilot Program for Year 2 investigated the effectiveness of the Program with regard to students' academic performance, special education assessment referrals, behavior referrals, language acquisition for students who speak English as a second language, and school attendance. In addition, the evaluation investigated teachers' views with regard to the SOI classroom curriculum, as well as Specialists and Technicians operation of the SOI Learning Centers, and their views of the Program.

It was the assumption of the Teaching Research evaluation team that the purpose of any program introduced into a school is to bring about valued positive outcomes for students. Further, it was assumed that, during their attendance at school, students typically mature and make progress in learning (new knowledge and skills acquired and refined). With these assumptions in mind, the evaluation team felt it was important to apply a value-added approach to examining the effectiveness of the SOI Program. That is, the evaluation team examined the performance of students in SOI schools *in comparison* to their peers in schools of similar characteristics, but not participating in the SOI Program. To that end, 19 comparison schools were carefully selected that match the salient characteristics of the SOI schools.

The questions asked in this program evaluation were developed in consultation with the Oregon Department of Education, and with the assent of representatives of Intellectual Development Systems (IDS). The key questions were as follows:

1. Is there a significant difference in students' academic performance in mathematics and reading/literature between schools experiencing the SOI Program and comparison schools that do not participate in the Program?

2. Is there a significant difference in the levels of Special Education referrals between schools experiencing the SOI Program and comparison schools that do not participate in the Program?

3. Is there a significant difference in the levels of behavior referrals between schools experiencing the SOI Program and comparison schools that do not participate in the Program?

4. Is there a significant difference in language acquisition rates for students with English as a second language between schools experiencing the SOI Program and comparison schools that do not participate in the Program?

5. Is there a significant difference in student attendance rates between schools experiencing the SOI Program and comparison schools that do not participate in the Program?

Overall, to answer the five questions posed above, the Teaching Research evaluation team employed a quasi-experimental design supplemented by selected case studies, teacher surveys, focus group interviews, and on-site observations.

Data collected relevant to the key questions posed included:

1. Oregon Statewide Assessment data in Mathematics and Reading/Literature at Grades 3 and 5 for each SOI and comparison school;
2. Number of referrals for Special Education assessments by month and grade for each SOI and comparison school;
3. Number of referrals for inappropriate school behavior by month and grade for each SOI and comparison school;
4. Number of students entering and leaving ESL/LEP programs for each SOI and comparison school; and,
5. Monthly and yearly attendance rates for each SOI and comparison school.

The results of the Oregon assessments were obtained directly from the Department of Education; school administrators and/or office staff at each participating and comparison school provided the remaining data listed above.

In addition to above sources of data, the evaluation team made a total of 79 school site visits over the course of the 1998-1999 academic year, interviewing the SOI Specialists and Technicians at each of the 19 participating schools, and meeting with building administrators. An additional 20 site visits were made to the schools attended by the 13 students selected for in-depth case studies. Further, 3 focus group sessions were held in April 1999 for the SOI Specialists and Technicians and 2 focus group sessions were held around the same time for selected classroom teachers from each of the 19 schools. Finally, a teacher satisfaction survey was distributed to all teachers in the SOI schools at two points in time (December 1998-January 1999 and May 1999); 209 and 193 teachers responded to the two administrations.

Our findings around each question are summarized below.

1. Is there a significant difference in students' academic performance in mathematics and reading/literature between schools experiencing the SOI Program and comparison schools that do not participate in the Program?

    - The Specialists and Technicians at each of the participating schools provided anecdotal reports on improved student achievement, and some classroom teachers also provided anecdotal reports of student progress. Organization skills, penmanship, and ability to focus were described frequently as evidence of improvement in academic functioning. The teachers and/or Specialists and Technicians cited some specific examples of student improvement: reduction of reversal tendencies (e.g., b-d confusion) for some students; one student who no longer needed an IEP for reading; and one student whose grades improved from failing to very good.

- Statistical analyses comparing SOI and matched comparison schools in reading/literature and mathematics on the state assessments at grades 3 and 5 revealed statistically significant differences in favor of the comparison schools at grades 3 and 5 in reading, and grade 5 in mathematics. Differences between the group scores were slight (on average, about 1 to 1.5 scale points) and represent little practical difference between the average performance of SOI schools and their comparison counterparts.

- Several of the SOI schools and comparison schools showed gains over their previous year's performance on the state assessments in reading/literature and mathematics.

- No consistent trend in performance on the state assessments was discernible for the 19 SOI schools over the 1997-1999 reporting period. Many showed improvements in reading and/or mathematics, some remained unchanged, and others fell back.

- **At this time, the claim for improved academic achievement in schools participating in the SOI Program is not supported.**

2. Is there a significant difference in the levels of special education assessment referrals between schools experiencing the SOI Program and comparison schools that do not participate in the Program?

    - There was no statistically significant difference between SOI and comparison schools on their 1998-1999 referral rates for special education assessment.

    - There were anecdotal reports from Specialists and Technicians around student improvements in focusing, concentration, and ability to sustain attention.

    - There were also anecdotal reports of additional students being identified, through their participation in the SOI program, as needing some type of special education intervention.

    - **At this time, the claim that schools participating in the SOI Program will experience a reduction in referrals for assessment for special education services is not supported.**

3. Is there a significant difference in levels of behavior referrals between schools experiencing the SOI Program and comparison schools that do not participate in the Program?

- There was no statistically significant difference between SOI and comparison schools in terms of referrals for unacceptable behavior for the 1998-1999 academic year.

- There were scattered anecdotal reports from the SOI Specialists and Technicians about improved behavior in the Learning Centers and there were anecdotal reports about improved behavior on the playground. Some students were said to be able to concentrate, work better independently, and control their bodies better.

- Behavior referral trends for the SOI schools reporting these data were inconsistent: some schools showed a decrease in behavior referrals while others reported substantial increases. Mitigating factors at many schools included changes in administration and/or discipline policy, changes in recording methods for behavior referrals, and growth of the school population.

- **At this time the claim that schools participating in the SOI program will experience reductions in referral rates for inappropriate behavior is not supported.**

4. Is there a significant difference in language acquisition rates for students with English as a second language between schools experiencing the SOI Program and comparison schools that do not participate in the Program?

   - The net change in numbers of students participating in ESL programs for both the SOI schools and the comparison schools varied considerably, largely as a function of each school's geographic location.

   - The vast majority of ESL students attending the SOI and comparison schools who leave an ESL program do so due to annual migration patterns of their families or changes in living situations.

   - **At this time the question regarding the rate of growth in language acquisition for students who speak English as a second language has not been answered.**

5. Is there a significant difference in student attendance rates between schools experiencing the SOI Program and comparison schools that do not participate in the Program?

   - There are anecdotal reports that students enjoy the SOI modules as well as participating in the SOI Learning Centers. About 2/3 of the teachers responding to the Teacher Satisfaction survey report that the modules are "enjoyable to teach" and generally "enjoyed by students."

   - There was no statistically significant difference in attendance rates between the SOI schools and the comparison schools for the 1998-1999 academic year.

   - No discernible trends or patterns in attendance rates for the SOI schools over 1996-1999 were seen.

- **At this time the claim that participation in the SOI Program will lead to improvements in school attendance rates is not supported.**

In summary, data relevant to the SOI Program and the evaluation questions posed were gathered from a wide array of quantitative and qualitative sources. These data indicate that systemic, measurable effects of the SOI Program on aspects of students' learning, needs for special education assessment services, behavior, or school attendance, remain elusive for the children at the 19 schools participating in the SOI Program in 1998-1999.

Although anecdotal testimony of improvements in students' learning was provided, and although clearly enjoying the support of the SOI Specialists and Technicians in the participating schools, on a school-wide basis, and viewed against the relevant data from matched comparison schools, the claims made on behalf of the SOI Program are not, at this time, supported by the available information.

That said, the implementation and efficacy of the SOI program does depend to some degree on what perspective is represented. The following impressions, observations, and comments stem from the review and analysis of primarily qualitative data, including: notes from site visits, case studies and associated school visits, teacher satisfaction surveys, and transcripts of focus group sessions.

SOI Specialists and Technicians are highly committed and enthusiastic about the SOI Program. All felt that the Program, given time, would show the effects claimed for it by SOI and IDS. They communicated their strong belief that the SOI Learning Center activities are having beneficial effects for the children who attend, and they provided anecdotes capturing that belief. The Specialists and Technicians are committed to "making it work" by modifying SOI modules to fit individual classroom teachers' preferences, by assisting in classrooms whenever possible, and by "going the extra mile." At times this may bring their methods of delivering the SOI activities into conflict with those prescribed by SOI/IDS. In addition, the SOI Specialists and Technicians and the Learning Center activities enjoy strong support from the classroom teachers and building administrators.

Children attending the SOI Learning center were routinely described as more focused, well behaved, enthusiastic, and able to work independently. The SOI Specialists and Technicians described some differences among the children by age and grade, with younger children (grades K-3) somewhat more enthusiastic than older students (grades 4, 5, and 6), but overall, students are reported to enjoy many of the activities and eagerly come to the Learning Centers at their scheduled times.

Another theme that emerged from the qualitative data is the view of the SOI Learning Centers as a complement or supplement to the special education services offered in schools. In many schools children receiving special education services were also enrolled in the SOI Learning Centers. The prevailing view seemed to be that the Learning Centers were "one more means of helping kids." In some cases there was, and continues to be, some friction between SOI Learning Center activities and special education offerings, but in other cases the SOI staff is invited to participate in students' IEP development sessions and is consulted more generally about instructional issues with these students. At times this focus on the SOI Learning Centers as a parallel special education offering obscured the stated intent of the SOI Program as a *school-wide* intervention intended to help *all* children with their school performance.

Information gathered from the 13 case study students who were followed during the academic year is also suggestive of some impact from the SOI Program. In 12 of 13 case studies, students improved in self-concept, behavior, and academic skills. These reports of improvement were mitigated by the question of what else may have contributed to these students' improvements over and above the normal effects of maturation as they were also receiving other interventions (medical, educational, and/or counseling).

The SOI classroom curriculum is viewed ambivalently. A majority of classroom teachers (about 55%–66%) of those responding to the teacher satisfaction surveys report that the modules are "enjoyed by students," "enjoyable to teach," and "helpful for students' learning generally." Despite these responses, teachers were generally unable to attribute specific student outcomes to the SOI modules. Some teachers cited anecdotes of improved student behavior, or handwriting, or organization, but most stated they were not able to separate the effects of the modules from the other factors that influence students' learning during the course of the year (e.g., maturation, other programs, changes in parenting and/or living situation, corrective lenses, beginning (or ceasing) medication, additional attention, etc.).

Consistent criticism of the classroom modules centered on the modules themselves (poorly written directions, too many directions, not developmentally appropriate), on the amount of class time the modules took to complete and, consequently, the loss of instructional time available for teaching Oregon standards. Teachers also noted the absent obvious connection between the SOI module activities and the benchmark curriculum standards that all students are expected to meet, and the lack of feedback about student performance and hence accountability for completion or non-completion of the modules.

When randomly selected classroom teachers were asked whether the SOI Program should be continued, their responses indicated support for the Learning Centers. The teachers were mixed regarding the classroom modules; many said the modules should be dropped completely from the SOI Program, with the Program existing as a Learning Center only.

IDS as the provider of the SOI Program received mixed reviews. The initial training sessions were praised for their comprehensive content and thoroughness but were criticized for the timing of the training (coming too close to the beginning of the school year), and the rigidity and pace of the schedule. The Specialists and Technicians were nearly unanimous in their desire for additional training, both in the implementation of the SOI Program and in the theories that support the SOI approach. This latter concern emerged out of frustration expressed by both the Specialists and Technicians and the classroom teachers that they were unable to answer colleagues' or parents' questions about the Program and "how it works."

Follow-up contacts were praised for their timely responses but criticized for the mixed and, at times, contradictory answers. Many Specialists, Technicians, and classroom teachers expressed the opinion that IDS may not be sufficiently familiar with the day to day operations of schools and that many of the suggestions offered to them were simply not realistic, given the realities of public schooling and the demands placed on teachers today. These perceptions contributed to a lack of credibility for many of the IDS personnel and/or their suggestions.

This Year 2 report presents the information gathered during a year-long evaluation of the SOI Program as it was implemented in 19 elementary schools in Oregon over the course of the 1998-1999 academic year. Three of the schools began the Program in February of the previous school year as the initial pilot implementation of the Program. The remaining 16 schools began their implementation at the beginning of the 1998-1999 school year. The information collected and presented in this report represents and describes the efforts of 16 new and 3 continuing schools to implement an "innovation" (the SOI Program) into an existing organization. The SOI staffs, administrators and teachers in each of the 19 schools have largely accomplished this, although with considerable variation. SOI staffs in the schools remain largely enthusiastic about and committed to the Program, willing to provide anecdotal testimony on the benefits of the Program, and hopeful about more widespread benefits for the children in their care. School administrators and teachers are generally supportive of the SOI school staffs in this regard. However, to this point, despite considerable effort, ongoing good will, as well as some specific anecdotes, the benefits claimed for the SOI Program, and hoped for by school staffs have not been detected with any degree of scale that could be considered program success.

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Appendix 1:

SOI Pilot Program Schools, 1998-99
Site Information

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*indicates case study site

School	Area	Type	Town/District & Co.	Student population	Principal	Specialists /Technicians
Adrian Elementary* 202 High St Adrian OR 97901-0108	far-eastern	K-5	Town of Adrian Adrian SD 61 PO Box 108 Adrian OR 97901-0108 Malheur Co.	165	Bill Ellsworth	Elma Witty Karri Miller
Stella Mayfield Elementary PO Box 638 Elgin OR 97827-0068	far-eastern	K-8	Town of Elgin Elgin SD 23 PO Box 68 Elgin OR 97827-0068 Union Co.	340	Clair Garrick	Sandy Rysdam Cathy Thompson
Vale Elementary* 403 E St W Vale OR 97918-1599	far-eastern	K-5	Town of Vale Vale SD 84 403 E St W Vale OR 97918-1599 Malheur Co.	495	Darlene McConnell	Audrey Erstrom Denise Stone Cherlyn Capps
Bear Creek Elementary* 51 SE 13th St Bend OR 97702-1498	central	K-5	Town of Bend Bend-La Pine Admin SD 1 520 NW Wall St Bend OR 97701-2699 Deschutes Co.	570	Kathleen Saterdahl	Becky Hildebrand Julie Bibler
Evergreen Elementary 437 S 9th St Redmond OR 97756-9009	central	K-5	Redmond Redmond SD 2J 145 SE Salmon Ave Redmond OR 97756-8422 Deschutes	430	Alice Smith	Mary Kimmel Janet Langland
Fossil Elementary 404 Main St PO Box 287 Fossil OR 97830	central	K-8	Town of Fossil Fossil SD 21J PO Box 206 Fossil OR 97830-0206 Wheeler Co.	57	Jack Lorts	Jan Schott Celia Lorts
Fairview Elementary 225 Main St Fairview OR 97024-1704	upper I-5	K-5	Town of Fairview Reynolds SD7 1204 NE 201st Ave Fairview OR 97204-2499 Multnomah Co.	399	Dennis Sizemore	Ruth Hofman Debbie Vigil Theresa Pieser
Sweetbriar Elementary* 501 SE Sweetbriar Lane Troutdale OR 97060-2544	upper I-5	K-5	Town of Troutdale Reynolds SD7 1204 NE 201st Ave Fairview OR 97204-2499 Multnomah Co.	524	Patricia Baker	Debbie Jensen Kim Laurent
Whitworth Elementary* 1151 SE Miller Ave Dallas OR 97338-2798	upper I-5	K-5	Town of Dallas Dallas SD2 111 SW Ash St Dallas OR 97338-229 Polk Co.	340	Lynn Hurt	Wendi Kaufman Donna Weld

School	Area	Type	Town/District & Co.	Student population	Principal	Specialists /Technicians
Goshen Elementary 34020 B St Eugene OR 97405 9622	middle I-5	K-7	Town of Eugene Springfield SD 19 525 Mill St Springfield OR 97477-4598 Lane Co.	100	Julie Collins	Bonnie Davis Kathy Bronson
Thurston Elementary* 7345 Thurston Rd Springfield OR 97478-6414	middle I-5	K-5	Town of Springfield Springfield SD 19 525 Mill St Springfield OR 97477-4598 Lane Co.	418	Kathi Dew	Linda Ahern Jackie Weaver
Allen Dale Elementary 2320 Williams Hwy Grants Pass OR 97527	lower I-5	K-5	Town of Grants Pass Grants Pass SD7 725 NE Dean Drive Grants Pass OR 97526-1649 Josephine Co.	425	Fritz DeBo	Joan Law Vicki Davis Brenda Aguilera
McGovern Elementary* 600 NW Elwood Winston OR 97496	lower I-5	K-5	Town of Winston Winston-Dillard SD 116 165 Dyke Rd Winston OR 97496-8501 Douglas Co.	575	David Hanson	Meg Otto Connie Quanbeck
Riddle Elementary 5th & Park Sts Riddle OR 97469	lower I-5	K-6	Town of Riddle Riddle SD 70 PO Box 45 Riddle OR 97469-0045 Douglas Co.	280	Carl George	Debbie Barnes Gail Powell
Milner Crest Elementary* 1255 Hemlock PO Box 509 Coos Bay OR 97420-0102	southern coast	K-5	Town of Coos Bay Coos Bay SD 9 PO Box 509 Coos Bay OR 97420-0102 Coos Co.	251	Tom Leahy	Teresa Thurman
Rhododendron Elementary* 2151 Oak St Florence OR 97439-9409	southern coast	3-5	Town of Florence Siuslaw SD 97J 2111 Oak St Florence OR 97439-9618 Lane Co.	413	Judd Browne	Diane McPheeters Lisa Davis
Waldport Elementary* 2750 Crestline Dr PO Box 830 Waldport OR 97394-0830	southern coast	K-5	Town of Waldport Lincoln Co SD PO Box 1110 Newport OR 97365-0088 Lincoln Co.	486	Kurt Smith	Michelle Sparks Clarice Sullivan
Gray Elementary* 785 Alameda Ave Astoria OR 97103-5998	northern coast	K-5	Town of Astoria Astoria SD 1 3196 Marine Dr Astoria OR 97103 2798 Clatsop Co.	277	Marilyn Lane	Karen Grimm
Warrenton Grade School 820 SW Cedar St Warrenton OR 97146 9799	northern coast	K-8	Town of Warrenton Warrenton-Hammond SD30 820 SW Cedar St Warrenton OR 97146 9799 Clatsop Co.	679	Janice Schock	Barbara Holland Laurie Hackwith

Appendix 2:

1998-99 SOI and Comparison Schools by Grade 3 & 5 State Socioeconomic Rank and School Size

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SOI Schools	1998 SES (3/5)		School Size	Type	Comparison	1998 SES (3/5)		School Size	Type
Adrian*	178	209	176	K-5	**C1**	244	204	71	K-6
Allen Dale	258	239	425	K-5	**C 2**	228	228	338	K-5
Bear Creek	478	469	570	K-5	**C 3**	206	159	593	K-5
Evergreen	339	330	430	K-5	**C 4**	415	408	459	K-5
Fairview	346	337	399	K-5	**C 5**	205	222	537	K-6
Fossil	nr	480	57	K-8	**C 6**	204	177	104	K-8
Goshen	474	475	100	K-7	**C 7**	455	470	160	K-5
Gray*	358	345	277	K-5	**C 8**	213	200	413	1-5
McGovern	98	99	575	K-5	**C9**	235	232	476	K-5
Milner Crest	378	393	251	K-5	**C10**	444	459	413	K-6
Rhododendron	371	358	413	3-5	**C11**	324	344	480	K-5
Riddle	167	173	280	K-6	**C12**	436	439	385	K-6
Stella Mayfield	542	573	340	K-8	**C13**	431	405	341	K-8
Sweetbriar	678	662	524	K-5	**C14**	711	688	536	K-5
Thurston	592	566	418	K-5	**C15**	545	540	440	K-5
Vale*	104	128	495	K-5					
Waldport	224	221	486	K-5	**C17**	265	241	470	K-5
Warrenton	395	385	679	K-8	**C18**	409	391	531	K-8
Whitworth	201	185	340	K-5	**C19**	150	147	402	K-6

Notes: ***These schools were participating in the SOI program for a second year; nr = not reported;**

Appendix 3:

SOI Pilot Program Schools, 1998-99
Evaluation Team Site Visits

__Team:__ **Ayres**, Robert; **Cuthbertson**, Laurel; **McConney**, Andrew; **Todd-Goodson**, Deanna

School	Principal	SOI Specialists /Technicians	visit dates	visitor
Adrian Elementary 202 High St Adrian OR 97901-0108	Bill Ellsworth	Elma Witty Karri Miller	1. 9/29/98	McConney, Todd-Goodson
			2. 11/3/98	Todd-Goodson
			3. 1/22/99	McConney, Ayres
			4. 6/3/99	McConney
Stella Mayfield Elementary PO Box 638 Elgin OR 97827-0068	Clair Garrick	Sandy Rysdam Cathy Thompson	1. 9/30/98	McConney
			2. 11/2/98	McConney
			3. 1/21/99	McConney, Ayres
			4. 6/4/99	McConney
Vale Elementary 403 E St W Vale 97918-1599	Darlene McConnell	Audrey Erstrom Denise Stone Cherlyn Capps	1. 9/29/98	McConney, Todd-Goddson
			2. 11/3/98	Todd-Goodson
			3. 1/22/99	McConney, Ayres
			4. 6/3/99	McConney
Bear Creek Elementary 51 SE 13th St Bend OR 97702-1498	Kathleen Saterdahl	Becky Hildebrand Julie Bibler	1. 10/02/98	McConney, Ayres
			2. 11/17/98	Todd-Goodson, Cuthbertson
			3. 11/17/98	McConney
			4. 6/7/99	Todd-Goodson
Evergreen Elementary 437 S 9th St Redmond OR 97756-9009	Alice Smith	Mary Kimmel Janet Langland	1. 10/02/98	McConney, Ayres
			2. 11/17/98	Todd-Goodson, Cuthbertson
			3. 1/29/99	McConney
			4. 6/7/99	Cuthbertson
Fossil Elementary 404 Main St PO Box 287 Fossil OR 97830	Jack Lorts	Jan Schott Celia Lorts	1. 9/28/98	McConney, Todd-Goodson
			2. 11/16/98	McConney, Ayres
			3. severe road conditions	
			4. 5/13/99	Ayres
Fairview Elementary 225 Main St Fairview OR 97024-1704	Dennis Sizemore	Ruth Hofman Debbie Vigil Theresa Pieser	1. 10/9/98	Ayres
			2. 10/19/98	Todd-Goodson
			3. 1/14/99	McConney
			4. 2/23/99	Todd-Goodson
			5. 5/28/99	McConney
Sweetbriar Elementary 501 SE Sweetbriar Lane Troutdale OR 97060-2544	Patricia Baker	Debbie Jensen Kim Laurent	1.10/6/98	Ayres
			2. 10/19/98	Todd-Goodson
			3. 1/14/99	McConney
			4. 2/23/99	Todd-Goodson
			5. 5/28/99	McConney
Whitworth Elementary 1151 SE Miller Ave Dallas OR 97338-2798	Lynn Hurt	Wendi Kaufman Donna Weld	1.10/7/98	McConney
			2. 1/13/99	Todd-Goodson
			3. 10/28/99	Todd-Goodson
			4. 2/22/99	Todd-Goodson
			5. 6/2/99	Todd-Goodson

School	Principal	SOI Specialists /Technicians	visit dates	visitor
Goshen Elementary 34020 B St Eugene OR 97405 9622	Julie Collins	Bonnie Davis Kathy Bronson	1. 9/15/98	McConney, Cuthbertson
			2. 10/12/98	Todd-Goodson
			3. 1/19/99	Todd-Goodson
			4.	
Thurston Elementary 7345 Thurston Rd Springfield OR 97478-6414	Kathi Dew	Linda Ahern Jackie Weaver	1. 9/15/98	McConney, Cuthbertson
			2. 10/12/98	Todd-Goodson
			3. 1/19/99	Todd-Goodson
			4. 4/2/99	Todd-Goodson
			5. 5/3/99	Todd-Goodson
Allen Dale Elementary 2320 Williams Hwy Grants Pass OR 97527	Fritz DeBo	Joan Law Vicki Davis Brenda Aguilera	1. 9/25/98	McConney, Ayres
			2. 10/21/98	McConney, Ayres
			3. 2/8/99	McConney, Ayres
			4. 5/28/99	Ayres
McGovern Elementary 600 NW Elwood Winston OR 97496	David Hanson	Meg Otto Connie Quanbeck	1. 9/25/98	McConney, Ayres
			2. 10/1/98	Todd-Goodson
			3. 10/21/98	McConney, Ayres
			4. 2/1/99	Todd-Goodson
			5. 2/8/99	McConney, Ayres
Riddle Elementary 5th & Park Sts Riddle OR 97469	Carl George	Debbie Barnes Gail Powell	1. 9/25/98	McConney, Ayres
			2. 10/21/98	McConney, Ayres
			3. 2/8/99	McConney, Ayres
			4. 5/28/99	Ayres
Milner Crest Elementary 1255 Hemlock PO Box 509 Coos Bay OR 97420-0102	Tom Leahy	Teresa Thurman	1. 9/17/98	McConney
			2. 10/12/98	Todd-Goodson
			3. 1/15/99	McConney, Ayres
			4. 6/8/99	McConney, Ayres
Rhododendron Elementary 2151 Oak St Florence OR 97439-9409	Judd Browne	Diane McPheeters Lisa Davis	1. 9/17/98	McConney
			2. 10/13/98	Todd-Goodson
			3. 1/15/99	McConney, Ayres
			4. 6/8/99	McConney, Ayres
Waldport Elementary 2750 Crestline Dr PO Box 830 Waldport OR 97394-0830	Kurt Smith	Michelle Sparks Clarice Sullivan	1. 9/17/98	McConney
			2. 10/13/98	Todd-Goodson
			3. 1/15/99	McConney, Ayres
			4. 6/8/99	McConney, Ayres
Gray Elementary 785 Alameda Ave Astoria OR 97103-5998	Marilyn Lane	Karen Grimm	1. 9/16/98	McConney
			2. 10/13/98	Ayres
			3. 2/2/99	Todd-Goodson
			4. 6/4/99	Todd-Goodson
Warrenton Grade School 820 SW Cedar St Warrenton OR 97146 9799	Janice Schock	Barbara Holland Laurie Hackwith	1. 9/16/98	McConney
			2. 10/13/98	Ayres
			3. 2/2/98	Todd-Goodson
			4. 6/4/99	Todd-Goodson

Note: Phone interviews were also conducted with the sites and dates below in December, 1998 by Todd-Goodson:

Adrian: 12/14/98	Thurston: 12/14/98
Vale: 12/14/98	McGovern: 12/14/98
Bear Creek: 12/14/98	Milner Crest: 12/14/98
Sweetbriar: 12/14/98	Rhododendron: 12/14/98
Whitworth: 12/14/98	Waldport: 12/14/98
Goshen: 12/14/98	Gray: 12/21/98

Appendix 4:

Specialists and Technicians, SOI Pilot Project, 1998-99

Name	Certification	Current Position	School Site	Experience in education	Before current position	How current position came to be	Dates school yr begins and ends
Teresa M. Pieser		Teaching Assistant	Fairview	12 yrs as special education assistant	Special education teaching assistant	Employed by school district	9/98-6/15/99
Debbie Vigil		Teaching Assistant	Fairview	BS Elementary Ed	Special education teaching assistant	Employed by district	9/98-6/15/99
Karen Grimm		SOI Specialist	Gray	13 yrs Resource room instructional assistant	Resource room instructional Assistant	Through school principal	9/7/98-6/10/99
Kim Laurent		SOI Technician	Sweetbriar	Sign language interpreter, 2 yrs; special ed Reynolds Dist. 8 yrs.	Resource Room assistant, 6 yrs.	Intrigued; applied within district and was hired	9/6/98-6/16/99
Debra J. Jensen		SOI Technician	Sweetbriar	Teaching asst/SOI; sub in office for 2 yrs; worked as "mother helper" in kids' rooms; site council elem and high school.	Teaching assistant 1st grade; lunch, recess, and office duty	Heard through site council and spoke with principal, asked to be considered—had heard about program yrs ago.	9/6/98-6/16/99
Clarice Sullivan		SOI Technician	Waldport	2 yrs at a middle school	Instructional assistant at a middle school	Position opening (part time)	9/98-6/99
Michele Sparks		SOI Specialist	Waldport	BS Child Development; 4 yrs in preschool setting as classroom teacher	Preschool teacher	Hired by school district	9/98-6/99
Lori Hackwith		SOI Specialist	Warrenton	Worked in school for 5 yrs	Custodial	Medical-needed easier work	9/7/98-6/10/99
Barbara Holland		SOI Technician	Warrenton	(not in school setting)	8 yrs nutrition educator for Clatsop Co. Health Dept: Federal WIC program	Was interested in any instructional aid position at school; applied after reading about multiple intelligences	9/8/98-6/10/99
Wendy Kaufman	Certified K-8	SOI Specialist	Whitworth	Taught since 1990: 1st, 6th, 4th, 5th, preschool, and SOI	Taught preschool	Accepted Whitworth position and began training	9/7/98-6/17/99
Donna Weld		SOI Technician	Whitworth	Education Assistant	Aid in 1st grade classroom yr before SOI; daycare provider; medical assistant and optician	Heard about program from 1st grade teacher involved with school getting grant	9/7/98-6/17/99
Gail Powell		SOI Technician	Riddle	SOI Certified 98-99	Teaching assistant; office assistant; and TAG secretary	Intrigued after grant was announce to staff, so volunteered	8/26/98-6/15/99
Meg Otto		SOI Specialist Title I	McGovern	HS PE; BS psychology; jr. highTechnology Ed/Industrial Arts	Title I Intervention Specialist/Coordinator	Looking for ways to teach kids to process info at a more involved level and for ways Title I could be	8/30/98-6/10/99

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Name	Certification	Current Position	School Site	Experience in education	Before current position	How current position came to be	Dates school yr begins and ends
		Coordinator		(certification), jr. high math, health, and ESL; jr. high/elem counselor (masters)		more effective. Researched after saw SOI grant opportunity and then wrote the application	
Linda Ahern		SOI Specialist	Thurston	BS Education; 12 yrs teaching (2nd, 2/3 blend, 3/4 blend, and SOI)	Taught 3/4 blend at Thurston Elem	Son involved with SOI 13 yrs before. When info came, encouraged staff to apply	8/28/98-6/11/99
Jackie Weaver		Educational Assistant	Thurston	Educational Assistant 5 yrs, special ed student assignment; volunteer worker with children and youth	EA work in various grade level classrooms and supervision duty	Strong interest in special needs children, developing potential in all, was volunteer for Children/Youth Svcs. Dept. using the SOI program with juvenile delinquents	8/28/98-6/11/99
Deborah Barnes	Certified elem. classroom teacher	SOI Specialist	Riddle	9 yrs. Elem. Classroom teacher, 98-99 SOI	Primary teacher	When grant announced, volunteered—thought the research sounded promising	Last wk Aug/98-2nd wk June/99
Connie Quanbeck		SOI Technician	McGovern	4 yrs as Title I assistant and 4 yrs volunteer assistant	Title I aide assisting in all 1st-5th classrooms with math and reading	Informed about program through Meg Otto, researched on internet, wanted to be involved	9/1/98-6/10/99
Bonnie Davis	3 special ed endorsements	SOI Specialist, Kindergarten teacher	Goshen	BS elem ed; masters degree in special ed; 13 ½ teaching grades in K-8	K-8 Teacher	Read article 7-8 yrs prior; met w/Lane Co. who used program; tried to get training while teaching in middle school; then heard about this position and applied for it	8/29/98-6/11/99
Kathleen Bronson		Educational Assistant	Goshen	High school	EA in various Goshen classrooms	Principal's encouragement	8/31/98-6/11/99
Teresa Hopman-Thurman			Milner Crest	BS elem ed; masters in curriculum/instruction	9 yrs teaching 3rd grade	Relocated, applied for teaching position	9/8/98-6/15/99
Lisa Davis		SOI Technician	Rhododendron	6 yrs as Title I aide	Title I aide	Approached by principal	8/31/98-6/10/99
Vickie Davis		SOI Technician	Allen Dale	Volunteering; substituting, part time ed assistant (all elementary settings)	(in addition to ed experience) banking, retail, real estate	On site council when grant info was presented, followed through the process and wanted to be involved	9/7/98-6/16/99
Joan Law		SOI Specialist, classroom teacher	Allen Dale	BS secondary; BS elem; 10 years teaching	teacher	Received flier about being a pilot school; talked w/Alan Hooper, David Crimes. Applied for and received grant.	9/7/98-6/16/99
Diane McPheeters	Standard certification with endorsements: elem ed, sec. Advanced math, basic English.	SOI Specialist	Rhododendron	20 yrs in education, teaching full time or substituting, grades 4-6 and 8-12.	4th and 5th grade teacher; high school math; substitute.	Principal asked	8/31/98-6/10/99
Becky Hildebrand		Educational	Bear Creek	BA Univ. of Oregon; 2 yrs	EA at another school in the	Applied for position, hired to run	9/98-mid June/99

Name	Certification	Current Position	School Site	Experience in education	Before current position	How current position came to be	Dates school yr begins and ends
		Assistant		Bend/La Pine SD	same district	the SOI program	
Julie Bibler			Bear Creek	10 yrs volunteer work in classroom and running various school events; 10 yrs PTA positions; Coordinator for AmeriCorps programs in middle schools; Sub EA for 1 yr.	Substitute for the district; worked at Dean Wittier, ran own business: silk flowers and plants.	Interviewed for position w/school on pilot program. Didn't have much information before training.	
Elma Witty	5 yr certificate	SOI Specialist	Adrian	4 yrs Teaching/Instructional Assistant; assistant to deputy clerk; curriculum planning	Special ed Instructional Assistant	Superintendent asked to review initial info and continue with completing the grant application.	8/20/98-5/31/99
Janet Langland		SOI Technician	Evergreen	1 yr Instructional Assistant for primary; 5 yrs part time HS teacher (biology, Spanish); volunteer in my children's classrooms for 10 yrs.	Instructional Assistant, teacher, mom	Son had tested w/SOI at Evergreen 3 yrs prior. Heard school was going to be a pilot school w/ a position opening for a technician, so applied.	9/2/98-6/16/99
Cherlyn Capps		SOI Technician	Vale	4 yrs LRC aide	LRC aide	Applied for position	August 98-May 99
Audrey Erstrom		SOI Specialist	Vale	8 yrs Chapter I assistant; special ed resource room assistant-3 yrs.	Special ed resource room assistant	Applied for position	August 98-May 99
Jan Schott	Standard-Language Arts; Reading endorsement; elem ed Basic Handicap Learner I	SOI Specialist	Fossil		Kindergarten teacher, special ed and Title I director	Called Kim Sherman for info after receiving notice from ODE	8/18/98-6/5/99
Celia Lorts	Special Sub. Certification-Kindergarten; certified speech/language paraprofessional	SOI Technician	Fossil		Worked for Marion Co. ESD	Heard about it through husband, who is Fossil School Superintendent	
Mary Kimmel	Reading endorsement	SOI Specialist	Evergreen	25 yrs at elem or preschool level; reading specialist	2/3 blend teacher	Principal applied for grant, talked about it at staff mtg, asked if would be interested.	9/2/98-6/16/99
Sandy Rysdam	Current teaching certificate	SOI Specialist	Stella Mayfield	BS elem ed, currently teaching 6th grade MS ½ day	Substitute teacher, special program coordinator	Combined with teaching assignment—interest and education	8/27/98-5/28/99
Cathy Thompson		SOI Technician	Stella Mayfield	Senior in elem ed program; worked as ESD assistant for 3 yrs prior to SOI lab	Assistant for ESD teachers	Recommended for pilot program by teachers at Stella Mayfield	8/27/98-5/28/99

Appendix 5:

SOI Pilot Project Teachers Attending the April, 1999Focus Groups

Certification	Current Position	School Site	Total Years Teaching	Years at Current Site	Dates school yr begins and ends
K-8	3/4 grade blend	Fossil	21	21	August 98-6/11/99
basic D-300 K-8	2nd grade	Evergreen	19	2	September 98-6/16/99
K-8	3rd grade	Bear Creek	26	24	end of August 98-6/18/99
Standard (BA+75)	1st grade	Allendale	6	3	last wk in August 98-6/17/99
K-9	2nd year	McGovern	7	7	9/7/98-6/10/99
basic elementary	3rd grade	Vale	15	12	8/26/98-5/28/99
Elem/reading endorsement	3/4 grade blend	Riddle	22	1	September 98-6/10/99
Elementary Ed/Administration	K, Title I, Dean of students	Adrian	25	22	8/17/98-6/1/99
K-8	5th grade	Warrenton	9	7	9/7/98-6/10/99
K-8	2/3 grade blend	Waldport	11	5	after Labor day-Mid June
basic K-8	Classroom teacher (3rd)	Rhododendron	25+	25+	8/28/98-6/12/99
K-8	1st grade	Sweetbriar	20	9	September 98-June 99
Music, K-8	Classroom teacher (4/5)	Fairview	19	12	September 98-June 99
basic K-9; reading norm	3rd grade	Whitworth	15	15	September 98-mid June
basic K-8	3/4 grade blend	Goshen	26	11	September 98-June
K-8	1st	Thurston	18	9	September 98-June 99
K-8	2nd grade	Gray	28	28	September 98-6/10/99

Appendix 6:
Year 2 Focus Group Protocol
Specialist and Technicians—Part 1; Classroom Teachers—Part 2

Part 1. Specialists and Technicians

1. Greetings; forms (Spec/Tech information sheet and business forms); introductions (who you are, school)
2. Assurances of confidentiality
3. Purpose of the focus group and the process

Questions pertaining to SOI Training and Follow-up Support

1. Talk about the initial training provided for the SOI Lab specialists and technicians. Tell us about the content and format of the training provided. **Prompt:** How did you feel about it?

2. What follow-up support have you received in response to your questions or needs?

3. What suggestions would you offer to improve future training and follow-up support?

4. What is your understanding of how the SOI activities and materials work in helping kids function successfully in school? **Prompt:** In your view, what is the program supposed to do for kids and how does it do it? **Draw/write logic model**

5. How did the training affect, or change, your understanding of the program and what it would do for kids?

6. What training did the classroom teachers have for implementing the SOI modules?

7. Tell us about the decision process to bring the SOI program to your school.

Questions Pertaining to SOI in Schools

8. Tell us about how the classroom teachers at your schools are implementing the classroom modules. **Prompt:** How do the classroom teachers fit the classroom modules into their daily schedule?

9. Talk about the relationship between the SOI Lab program and your school's program.

10. Tell us about the relationship between the SOI Lab program and your building administration.

11. Tell us about your communication and relationships with the school or district specialists (e.g., special education staff, OTs, PTs, school psychologists, etc.)

12. If the SOI program were to be continued and expanded, what advice would you give to schools coming on board for next year?

Questions Pertaining to Parent and Community Reactions

13. How did you and/or your school make parents and the community aware of the SOI program? Describe the reaction.

14. How was parental permission for participation in the Lab program handled at your school? Approximately what percentage of parents granted permission?

15. Tell us about your communication with parents after the SOI program started. Describe their reactions and attitudes over this past school year.

Questions Pertaining to Student Impact

16. Talk about student reaction to the lab portion of the program. **Prompt:** Do they like it? Take it seriously? Have their reactions changed over time?

17. Tell us about student responses/reactions to the classroom modules. **Prompt:** Do they like it? Take it seriously? Have their reactions changed over time? How do you know?

18. What student effects have you observed that you feel can be attributed to the SOI Program?
    Prompts: Can you describe any noted specific effects on
    - the academic performance of the other students in the school?
    - behavior outside the classroom, at recess, lunch, and before and after school?
    - students' school attendance?

19. Talk about your view of the SOI program now, compared to your initial expectations for its effects on kids.

Questions Related to Evaluation

20. Describe your view of the evaluation of the SOI Program.

21. What do you think the results of the evaluation will be this year? If the program were extended for another year, what do you think the results would show?

22. How could the evaluation be improved or changed for next year?

23. Tell us about your biggest challenges this year.

24. Tell us about your biggest disappointments this year.

25. Talk about your greatest successes this year.

Year 2 Focus Group Protocol

Part 2. Classroom Teachers

1. Greetings; forms (Teacher information sheet and business forms); introductions (who you are, where you teach, what you teach)
2. Assurances of confidentiality
3. Purpose of the focus group and the process

Questions Pertaining to Training and Process

1. Talk about the decision-making process in bringing the SOI program to your school.

2. Tell us about your introduction to the SOI program and the classroom modules. **Prompt:** training

3. Tell us/talk about how you implement the SOI modules in your classroom.

4. What do you like about the modules?

5. What do you dislike about the modules?

Questions Pertaining to Interactions with SOI Lab

6. Please tell us about your interactions or communications with the SOI Lab team/personnel.

7. Please tell us about your interaction or communications with your building or district administration around the SOI program.

8. Please tell us what your understanding is of the SOI program's intent, and the process (mechanism) by which it works. **Draw/write logic model**

9. Please describe how students in your school are selected and referred for SOI Lab participation.

Questions Pertaining to Student Impact

10. Please tell us how your students react to the SOI modules.

11. Please talk about how the SOI modules fit within your curriculum.

12. Please describe your view of how the SOI modules and Lab program interact with, and/or relate to, your school's special education program.

13. What has your school done to assist your students in preparing for the State benchmark standards? What is your view of the contribution the SOI modules make in preparing your students to meet the benchmark standards?

14. What student effects have you observed that you feel can be attributed to the SOI program?
    Prompts: Can you describe any noted specific effects on
    - the academic performance of the other students in the school?
    - behavior outside the classroom, at recess, lunch, and before and after school?
    - behavior in the classroom–what effects have the SOI modules had on the behavior of your students?
    - students' school attendance?

Questions Pertaining to School and Community

15. What comments/communication have you received from parents or other community members about the SOI program?

16. What is your perception of your colleagues' views of the SOI program in your school?

17. What advice would you offer to a classroom teacher in a school that will be implementing the SOI program next year?

Questions Pertaining to SOI in the Classroom

18. Please talk about your greatest challenge in implementing the SOI modules in your classroom.

19. Please tell us about your greatest success with the SOI modules in your classroom.

20. In your view, what has been the effect(s) of having the SOI program in your school?

21. Would you like to see the SOI Program continued? Why or Why not?

Appendix 7:

Focus Groups Transcripts

In April 1999, 3 focus groups, each comprised of 12 or 13 of the 1998-99 SOI Specialists and Technicians (Appendix 4) were conducted in Eugene, Bend, and at Western Oregon University. Also in April, 2 classroom teacher focus groups, each comprised of 9 or 10 teachers implementing the SOI Program modules were conducted in Bend and at Western Oregon University.

A series of questions were asked (see Appendix 6) pertaining to SOI training and follow-up support, the SOI modules administered in the classroom, administrative support and Program fit, parent, student, and community reactions to the SOI pilot, evaluation, and importantly, impact for students. Other questions posed related to general implementation issues.

The focus group transcripts follow on the next several pages in Parts 1 and 2 as listed below. In Part 1 the comments from SOI Specialists and Technicians are given; in Part 2 are the comments given by classroom teachers. (The sessions have been numbered 1-5 according to chronological date.)

Part 1:

Focus group #1:	SOI Specialists and Technicians, April 9th, Eugene
Focus group #3:	SOI Specialists and Technicians, April 16th, Bend
Focus group #5:	SOI Specialists and Technicians, April 23rd, Western Oregon University

Part 2

Focus group #2:	Classroom Teachers, April 15th, Bend
Focus group #4:	Classroom Teachers, April 20th, Western Oregon University

As evident in the transcription, during the meetings some questions were addressed out of order; subsequently some prepared questions were not asked verbatim.

Part 1: SOI Specialists and Technicians

Focus Group #1: **SOI Specialists and Technicians**, Eugene, 4/9/1999

#1: Talk about the initial training provided for the SOI lab specialists and technicians. Tell us about the content and format of the training provided. Prompt: How did you feel about it?

…Philosophical basis—studying basics, methodology, etc.; lab experience, how it relates to kids.

Testing and practice with kids; screening assessment

Practice on each other.

Valuable to have done the tests myself; helpful to go through the exercises. Would like a review of the exercises and follow-up. Maybe another training.

Training was all at once rather than broken up

Last year the school took on state standards—now feeling the time pressure. Staff don't see the correlation yet—they need relevance to get buy in.

It was stressful.

#3: What suggestions would you offer to improve future training and follow-up support?

We had good support but not all of it came during the training; when we were with David, he answered lots of questions, but we got different answers to the questions.

Connie Crowley is the contact person. We're getting corrections that contradict each other, for example, trampoline bounces—1 or 2?

I don't contact ______ anymore. Now circumventing. Get more reasonable answers from ______. Kids are slowed down by following ______'s instructions.

Get training more consistent—they're trying to adapt from a clinical setting a school setting.

Training by teachers vs. training by _____ and others.

Need consistency of the message, but need to allow for teachers' autonomy.

Need clarity of explanation to teachers.

#4: What is your understanding of how the SOI activities and materials work in helping kids function successfully in school? Prompt: In your view, what is the program supposed to do for kids and how does it do it? Draw/write logic model.

Help the brain and body coordinate together.

Retraining of the brain to react in a different way.

(Like) building a road or a sidewalk in a town without a plan—haphazard. Sidewalk with a plan, like creating a sidewalk or putting it in the brain—get there more efficiently—create a path in the brain.

Synergy of brain activity—allows more in the brain to happen. Not just for at-risk kids—everybody gains.

Develop focusing, rhythm, and coordination. It gets more complex as it progresses.

Helps child to recognize more than 1 thing going on at one time.

Teaches strategies for processing and leads to more complex thinking.

For kindergarten and little kids—learning about "calm bodies and quiet brains."

#5: How did the training affect, or change, your understanding of the program and what it would do for kids?

Training not much—getting in with kids and doing it.

Lot more empathetic—can get in kids' place.

Provides a language to talk with teachers—a way of helping kids change how they work without being tedious. It's not curriculum based.

Don't hear 'I'm stupid' so much now—(kids) see themselves as learners.

I'm hungry for more training—helps kids and parents.

So many continuing students . . .

Underlying what I learned in teacher training--didn't know what to ask for. I wish I could have had SOI in college.

1226 Senate bill is for putting it into teacher training.

Having been through University of Oregon teacher education and had special education right next door, but there's no connection.

Another area of peoples' need for training is in the special education staff. We're taking flak because our results are not credible because they're not norm tests--not normed against anything. They say these kids would have gotten better with regular special ed training. It's going to be hard to give credit to--who? SOI? Special ed? Resource room? It is a real issue. We don't want credit. In the IEP meetings I go to they don't want me to say anything. They changed the times [of meetings] without telling me. At the district level Bit may be a place to start. Administration training should be early on.

Our Administration was so frustrated with getting the materials we almost didn't do the program.

Special ed staff should be hand and hand with her in this.

I have two special ed kids and both doing the 4th grade, and one is no reader.

We don't have time to do the Locan and memory, so our special education staff is doing it for us.

It would be nice to tailor modules to certain kids.

If we had more training with the modules we could tailor those modules for kids.

#6: What training did the classroom teachers have for implementing the SOI modules?

None.

Except what we give.

It's the blind leading the blind. Couldn't always answer questions. In the beginning we didn't know what to ask. Now we've had several inservices .

Diane told us two ways to suit program to teacher learning styles that gave them leeway, and when it became more flexible they bought in better.

But they got the booklet explaining modules. But they don't have time. Time doesn't exist.

When I started referring to it as brain training, then they're like, >oh.' What would be nice is if they did the modules. But they won't do it on their own. They need module training.

If there's no tie in to curriculum—teachers feel it's an extra added on top of everything. If they understood it's a foundation, but they don't want to listen.

The primary teachers in my building seem to see what--'yes, the kids need this, and this,' but the 5th and 6th don't seem to. Training should be especially for 3rd and up. To see the value and credibility comes easy to 1st and 2nd grade teachers.

Need IDS/SOI to show how this relates to the state standards

I asked parents/teachers to write letters of recommendation and he said that kids did better . . .

If the school did [SOI] long enough the principal could say whether this module fits in here with this curriculum. I'd like to know how SOI chooses the ones they do.

I think the instructions on the modules are easy.

Wordy.

Wordy, but easy. I think to take time to train teachers is a waste. The kids have taken off on the modules.

But we forget the ones that it's not easy for.

Right. That's how we know which ones to send to lab.

I think they have to look at area. We're real rural. High unemployment. High Illiteracy. High drug use. 70% on free or reduced lunch. We have many kids who come without any skills, period, much less education process. When we now look at 20% . . . we could have not the problems with 75%. They need it. Two of us in our school is not enough.

I understood that even though the teacher's not giving direct instruction to the children, the child would still get something out of it. I think SOI set this up so it could benefit lots of kids with the teacher giving very little effort.

That's how I heard it, too.

#7: Tell us about the decision process to bring the SOI program to your school.

At Thurston there are two of us on staff who have used SOI on our children. We told our principal how beneficial it was on our kids. McCormick observation. She asked if we'd pull our teachers together and tell them what we did, but did not have enough information, so Alan came with more information and we gave it a try.

We got an application that was due in two weeks--we said, "no way." I was once doing thinking skills, attending information, synthesis, generalizing. It was working but not enough time for it--one half hour two times a week. Intervened with special ed and Title I specialists. Then, I saw SOI. I contacted Texas schools who sent me anecdotal stuff. I was interested. I talked to the principal and the application process came out. Needed to get information to the teachers. Alan came out. The principal though we could get the PE specialist, but how could one person do both? Teachers thought about getting a PE person. That principal is gone now, we have a new one, but it's an issue. Staff members believe in it because they see results. At [ ] think more results faster, so I sent the application.

Our little school is always searching for grant money. This crossed the principal's desk--saw money. Then David came for two hours. The teachers said it looked great but it takes time. When it came time for teachers to buy in some didn't. Some still don't. Some were familiar with it. Some won't ever buy in.

Our teachers are like yours, but didn't even get two hours from David.

Tried to get training in SOI seven years ago, but I was told it was brainwashing kids and there wasn't enough research.

It started out as a flier at a site council meeting. Decided to go with it after Alan came. Talked to three pilot schools--asked them about it and how they were doing the process.

I believe my principal's daughter had done it, and he was sold on it.

Heard another story--boy [ ]

We have a parent in prison.

Why there's difference in different places--about how much knowledge staff has on current brain research.

Our principal bought us all brain books.

Helps explain how the brain works.

We have parents ask if it is in the middle school.

Ours want to do a summer school.

Our school had a field trip, where the kids came up. Our lab kids demonstrated. They got to see what their peers were doing. They couldn't believe some of the kids were doing what they were doing. The classroom kids respected it so much.

It's cute watching kids showing activities to parents.

It's good for them to show how hard they worked.

#8: Tell us about how the classroom teachers at your schools are implementing the classroom modules. Prompt: How do the classroom teachers fit the classroom modules into their daily schedule?

It's just there. Passed them out and, 'you're on your own.'

Some teachers do on overheads; others her or Diane go in and start the modules.

We ask the teachers to do them first thing; maybe some but not all; 4 do modules at 3pm, sometimes at 3:15.

Some right before lunch—others have set times.

There's a division of lower grade staff/upper grades.

(we've) started so many programs this year—school teachers are very taxed. 3 new programs this year.

They've not given up core stuff. Scrunching. Others are giving up the 'fun' stuff; but it has to be in the lesson plans…convincing teachers it is important (they growl a lot)—now it has to be in the lesson plans and highlighted.

Kids love it and want to make it up.

It's discipline--if scheduled for special education, would you pull out? Title I? They can't say yes. So, I've made my own . . .

Varies for SOI because it's not consistent with the curricula.

. . . with SOI times and with standards.

Some rescheduling--like 5th graders show off for peers, so they put them in with the 3rd graders--it works.

#8b: On a scale of 1-10, how well would you say the classroom teachers in your school implement the modules, with 10 being a faithful, ideal implementation?

7; 5; 6; 7; 6; 7.5,

#9: Talk about the relationship between the SOI Lab program and your school's program.

Mine has been wonderful.

Works for us, too. Correlates well with special programs. All of us came up with a plan for a certain 3rd grader.

At our school there's a problem with scheduling.

Our school is threatened by SOI--we aren't normed and standardized, so they don't like that. If not for the principal I wouldn't be tolerated as much. We're not specialists, so . . . the resource teacher is good about asking how things for a child are going: 'how's that working?'

I have had lots of support from Title I and resource room teacher because we've got lots of programs. One kid was targeted--I targeted him--he tested high--showed it, too. Special ed, they didn't believe the test, so they tested him, and they tested him really high.

One 4th grade kid lumbers, used to shuffle, goes up steps one at a time. Father said once he fell out of a truck, so he has a fear of heights. Now he jumps. People just assumed he couldn't do it because of the way he looks.

We have a downs syndrome who has an aide.

Our reception from the specialists in the building has been mixed. The special ed teacher in the beginning ignored me. As his load has grown my appeal has, too. This year he has a huge load. But he has never mentioned my facts not [ ], but has never asked for my [input]. Title I teacher real supportive.

As children have decided my label is not special ed, that perception changed.

My counselor has a problem with it. She dislikes my suggestions to parents that kids need vision exam. We've referred 20; 16 of them needed glasses or therapy. 4 have not taken action. These kids would have gone undiagnosed.

A developmental ophthalmologist--leg strength analogy to parents with a child with vision problem. We had an ophthalmologist that came to program to see--make sure we wouldn't be doing the same exercises.

We've had parents in tears who say they can't believe they'd let child go so long.

Our school would like to see the entire 3rd grade get screened for the vision, at least.

The teacher of the gifted--we have lots of gifted--teacher has been real cooperative.

#12: If the SOI program were to be continued and expanded, what advice would you give to schools coming on board for next year?

Visit another [SOI] school.

Teacher inservice; get teachers on board.

Training--would be nice to have SOI/IDS person in the school for a week.

Quarterly visit.

A presentation to the school.

Help with setting up the lab.

I would be happy to be a mentor. I would have loved to do that more. I visited Meg. Let new schools know the pitfalls. And us on the front of inservice.

That it's important to keep the modules--not quit them because of cost. Take the whole package.

That's why McCormick shut down: they just couldn't afford the modules.

I'll stick out here, but our school would accept SOI better if there were no modules. It's a time element problem.

We see a difference in the kids who get the modules and who doesn't. It's a large school--we can tell it's the modules.

We have a small school, and we're seeing the same things.

An important part of education is that the teachers need to be educated, instead of a little training here and there. We all need to look at it.

Figure out how to show teachers it is important. Show a correlation between SOI and curriculum.

Got to be specific. 'It's going to help' is not good enough.

SOI needs to hire more of us.

Need to have the education background.

If the module manual was more friendly teachers would implement it more.

#13: How did you and/or your school make parents and the community aware of the SOI program? Describe the reaction.

Something sent home--Diane had to phone and contact.

Also sent a letter home describing Bridges, plus two newspaper articles. Here's a copy.

That's pretty intense. Every parent has been totally positive. Don't think any parent when I had like 40 kids--not one missed a conference.

Still contending with the labeling. They thought SOI was for the lowest of low.

Our parents aren't often involved. Though they tend to when they're negative or want to have--an encounter. We sent a letter and anticipated resistance. I would make a call and clarify what it was. Parents would say, 'help for my kid? Sure!' But one parent called later . . . couldn't understand how jumping on a trampoline could help with school. Then another didn't want her kid in the program.

With our parents it ranked before special education.

We made a referral form for teachers, two sided. Few filled out both sides. Lots of parents didn't ask. One grandma called and asked, 'what's SOI?' I explained their grandson was I think recommended for behavior.

We've had a couple of parents come to sub--one came to write letters of support to the legislators. I have a couple like this. For our community, that's something. Many don't write . . .

We send information home in a newsletter, four curriculum nights for parents, a demonstration for PTA, an open house, phone calls . . .made ourselves available for drop ins . . .

Overall we've had some tough parents/teachers not sure about those. So far been real supportive. We have a volunteer three mornings a week. Also have moms we've trained, one's coming [ ] regularly. The more they see the more they understand. Our demonstrations have helped get more involvement. Still have a couple saying they're not receiving enough information. What can I do? Go to their house? We've got one mom who's not happy, but she's always not happy. Child said, >I like myself and I like SOI.' I think we also sent letter when school started to parents to let them know what's available.

#14: How was parental permission for participation in the lab program handled at your school? Approximately what percentage of parents granted permission?

I have an advantage--parents know me. 14 years. I sent a form, telling--asking for additional screening, then a referral meeting to talk about results. Got 5 out of 55 who wanted to talk to me. The rest said, 'okay.' 100 % at first.

One parent said band came before SOI. Only one of 55 has gone out because of parent request. Some kids said, >we learned it all,' and convinced parents to pull them out. Had conference with them; stayed in because it was fun--parents kept them in when saw it was fun.

Had one parent who wanted child in Bible release instead.

Is this the first pull out program that's been so well received?

Title I doesn't have to have permission, but we do it. So I did it for SOI because it was expected.

Students are the most excited. Brought back the parent permission forms the next day--all wrinkled, but they're from kids who never return forms.

#17: Tell us about student responses/reactions to the classroom modules. Prompt: Do they like it? Take it seriously? Have their reactions changed over time?

It depends on the teacher. If the teacher buys in, the students buy in.

They really love DFUs. They really like those.

One teacher came in and said her kids don't, but she doesn't.

We had one kid who likes lab, a 'group' kid, who likes the modules. Thinks they're fun. IPP say book's easier because already had practice.

We have some kids who would rather do books than lab.

We had to take some books away, about 25%, because we couldn't get them out of the books.

One teacher commented, 'understandably, they don't like this one . . .' I think about saying, yea, you don't like it. They didn't understand what we're doing.

Most of our kids think it's okay--they don't love it, but 'it's okay.'

The gifted kids love it.

They whip through it.

We flip pages back and forth. Too tedious. Too much eye strain.

Kids in the classroom amazed others whip through things that they can't, and [visa/versa]. Kind of levels all out--weaknesses and strengths. Got a lot who think they're better in an area, then get resource room kids who get a visual and they can see things, and the smart kids say, 'how'd you do that?' Sets up communication--works to let them be listening how they can be doing it.

One teacher says these modules are amazing. Could see something in kids never seen before.

These don't have A-B-C grades, and kids love it.

Module pages just aren't too long. They're able to stay with it long enough to not get tired.

You're focusing your eyes, you've got to finish. You have to get it done one way. Regimented--at first kids are not comfortable with this. Odd at first, but it gets to be a comfort.

Works with my autistic kid.

Does depend on the teachers and how they feel about the modules.

Related to teacher reaction.

Teachers began to see modules as a way to see kids differently.

Regimented. Kids at first not comfortable with it.

#18: What student effects have you observed that you feel can be attributed to the SOI program? Prompts: Can you describe any noted specific effects on

- ***the academic performance of the other students in the school?***
- ***behavior outside the classroom, at recess, lunch, and before and after school?***
- ***students' school attendance?***

Concentration.

Self esteem.

Stick-to-it-iveness.

Ability to process information.

Desire to try something new.

Handwriting.

Significant posture improvement.

Balance.

Calmness; self control.

Coordination—like segment parts of bodies and parts of brain.

Organize.

Prompt: on academics?

Can't wait until next week after testing.

Able to finish tasks.

Concentrate.

Bridges kids did [ ] test now.

We have two 3rd graders that we'd thought were hard workers. After SOI lab test they tested gifted.

Two resource kids for reading have not improved for years. Now, after lab, they tested good. Improvement.

We have a 5th grader who was at 1st grade level reading. Made leaps and bounds, and now doing 3rd and 4th level reading.

A 1st grader who acted about 2 or 3 [yrs old]—her mom didn't want her in special ed. Now, physical parts and processes definitely improved. More hope now. It was a struggle with mom before, but there's hope now to catch up.

We have a 6th grader who's adamant that this has helped him.

Prompt: behavior outside the classroom?

The recess teacher has come and said, "Wow!" Was getting referrals on a regular basis—not now. Definitely, behavior problems have improved. Often the teachers don't notice.

Our referrals have gone down. Last year 40%, 20% the year before, and now we're considering that since these are the same kids, it'll be half that 20% because it's structured and militaristic. They haven't had that before.

They get a chance to explore, though, within the structure. Some need flexibility. Extrinsic to intrinsic. Self is motivated because they can see it happen; they know 'why' in the sense success feels good.

I am also responsible for supervision. Our school teachers respect that. But I see these kids are becoming more social and self confident. Those kids once hanging in the corner are now coming out in to a group.

Prompt: Attendance?

Major.

We have one 2nd grader who showed up to school at lunch time. Once when he shows up late Friday for SOI, I said you have to be here at 8:15 or can't do it. He hasn't been late since.

We have a commuter whose mom drives a bus. He has to sit at the bus barn after school but he's willing to do that.

We have kids that want to give up resource time.

We have a student who's attendance has improved. Used to be sick one day a week, now is to school every day.

#19: Talk about your view of the SOI program now, compared to your initial expectations for its effects on kids.

Want more time with the kids. We feel like two days isn't enough.

Expected too much?

Smaller numbers. Next year we'll never have 6, 7, 8 in a group.

I'm just as excited now as I was at the start. Most ed programs don't last that long. Usually excitement goes down.

Surprised it's worked on as many kids and as many kinds of kids.

It's life long and life saving.

I was surprised at how easily parents bought into it. They'll usually balk at any special education. The kids are excited about coming. I didn't know if they would work as hard as they are willing to work. Honestly, we have most of the behavior problems in the school. And teachers come to me and say, "[so and so] is having a good day," and they look at me like, how do you do it?

We have a heavy child worried about teasing, who came after school because afraid of being teased. Soon this child was way ahead of the other kids. His stature showed his weight didn't matter anymore. Now child has friends. His wit—has a mature wit. Teachers don't appreciate it, but the kids like it. He's taking in all this that he's learned . . .

Learned tolerance, celebrating other kids' successes, when before acted snide. Now an inner change. Genuine compassion.

Now they can focus on others.

Because the focus has been put on them. I think that's an important part.

I am happier. My husband—I come home and he says, "you still working?" My colleague says the same.

Still waiting to see changes in some kids, and it will be interesting to see if this continues next year what I would see.

I have a kid who has made significant changes, but she didn't see it until last week. She suddenly went, "Oh!" A revelation to herself. When the kids recognize improvement in themselves it makes it worthwhile—when they can know they did it themselves.

And adults in authority aren't as threatening anymore.

Last year I was experiencing teacher burnout—new report cards, new standards . . . couldn't see at the end of the year what difference I'd made. All I could see were the negative things. Now, there's a positive dialogue going on about kids. I didn't expect it—it surprised me. I didn't know if I was ready for this change: can I do it? Now everybody walks past me and says, "you're an entirely different teacher."

There're more opportunities to have parent—'community'—conservation.

I think it would be good if every teacher did SOI for one year. Because it's shows what learning is about; acceptance of kids; can't think of a better training for teachers.

Parents' involvement—they're doing these things at home with their kids.

SOI helps teachers to realize where the difficulty is.

#21: What do you think the results of the evaluation will be this year? If the program will be extended for another year, what do you think the results would show?

Hasn't been enough time. Need more time. Looks promising—let's keep doing it so we can see

Not as much more job security as it is for kids.

Why start something that's going to be gone in a year?

Hoped evaluation would allude to the fact that if kids need to work to standards we would have to look at kids' facilities, not just academics. Typically we don't see results this quickly. SOI gives them tools to live life. This is prevention not remediation.

Evaluation not to rely on numbers—some kids didn't start this December . . . I would hope not based on numbers—test results.

21b: Program extended for another year.

A truer picture of what's happening.

A validation of what we're doing.

Literature says it takes six months after graduation before adjustment in the classroom—takes a while to catch up with peers. Time will show—this will become more apparent.

Maslow's hierarchy—nurturing needs—steps are there—self actualization. It's building people.

The second year will add credibility to the community situation. Needs a longer time to prove it.

And I need it proved to me. I see effects. But I also see gaps. I need another year to be sure I believe in the program.

Don't have enough experience with the program to predict how long it will take.

#22: How could the evaluation be improved or changed for next year?

More food.

Evaluation team come stay a whole day at the school. Observe, all day.

Beginning and end.

Meeting with specialists and classroom teachers. Would love to have teachers read the letters of support I have.

Beginning and end of year video. Unless you see contrast, . . .

When select from schools see pros and cons—may select either end of the spectrum.

#20: Describe your view of the evaluation of the SOI program.

Came too soon for the first evaluation. We hadn't done anything; set anything up.

You're the reason we set our room up.

You didn't see us in action. You only talked to us.

You asked us how we feel about an evaluation on a program that's not finished?

#23: Tell us about your biggest frustrations this year.

Not getting enough materials.

We need information we can copy or redo—the company is deficient there.

Getting relevant information from and to the people.

Parents want to see test results; can't send anything home. Get mixed/confusing messages about what we can and cannot send home.

Conflicting information is frustrating. What we hear from one person is different from what we hear from another.

We know IDS-SOI is a business. Usually education materials have a component that's copy masters. Not this stuff.

Call Vida—SOI. I pressured David about copies and that's what he did. Not IDS, Vida.

It's a challenge with kindergarteners. My expectations were way off. Progress as a group was frustrating. I attributed it to the developmental stage. I asked myself why kinders were in the program, but it gets me back to the idea that it's preventative.

We are under scrutiny from all sides: IDS; SOI; the evaluators; the school; teachers; parents; kids . . . and it's hard to focus on the kids. And we've tried to do that.

I feel pressure to get it perfect; get it done. And the referral form—we didn't have anything. We borrowed. We would like one from the experts. We should have another training half way through the year.

That would help answer our questions.

More specific training.

Don't know specifics—like how many times how long for certain activities. Need more specific information.

#25: Tell us about your greatest successes this year.

Glasses.

Had one girl who seemed bright, but she could read. Finally , we tested—her eyes were doing different things. Proved it to the dad. He took her to a developmental optometrist and she had all kinds of eye problems. Stigmatism, crossed eyed, double vision, etc.. She has bifocals now. Her reading has skyrocketed.

We could probably reiterate word for word. We have a 3rd grader who'd been in Title I since 1st grade, reading at 1.2 grade level. Now after referred to dev. opt. The student is reading at 4.2 level. Got vision therapy—he worked on at home. STAR [reading comprehension].

I have one I have been working with. Couldn't do the trampoline. Now a huge success with hand-eye, hand coordination—a drug/alcohol baby.

We had a trouble maker that everybody was scared of because of something he did outside of school. After SOI, this kid's behavior has completely changed.

The boys are thrilled with themselves for successes. Turning in homework; being learners, part of school . . .

Testing has revealed one boy has improved two grade levels. Dramatic improvement. Another boy had eye twitch we had noticed. Did lots of hollering out and said rude things. Lot of behavior problems. Repeated 1st grade. Now he's in 2nd. We noticed the twitching. Parents took him for an EEG, and he has the beginning of deep mal seizures.

Yea, just to have an answer . . .

The teachers at our school consider this one 5th grader a miracle. He couldn't do open ended math. He got the glasses. He's one of our kids who met the benchmark.. He's never met a benchmark.

Focus Group #3: **SOI Specialists and Technicians**, Bend, 4/16/1999

#1: Talk about the initial training provided for the SOI lab specialists and technicians. Tell us about the content and format of the training provided. Prompt: How did you feel about it?

Dave came to Vale; Audrey at the second training.

The first day did test—adult. Long day. We empathize with the kids. Went to 6:30. Misunderstandings as to why in Troutdale.

Ours wasn't that long, but it was 100° in the school in Thurston Elementary, Eugene, taking this test. She gave us a break, but it's a massive test—Sue Pillows. Waited until the next day for input.

He waited 'til next day for input; wanted us to finish in one day.

Julie and I were hired with little program understanding; had no presentation like Hooper gave to some. Lots of mystery and questions. We could have used an overview. 'Get to on Thursday . . " a joke. How does the program work? No clue. Trying hard to fit things into the program. Would have been helpful to know how the program works.

We felt like test subjects.

Think it's people's styles, too. Like, when people ask 'what are you doing?' Where do you start to explain? It is so many intricate pieces.

'My kid has been referred. What's it about?' 'Well, how many hours do you have?'

We knew at the end about the test, and that we had to go set up a lab.

Given just a little information, enough to scare you.

Knew more after second training.

Even though put in pot together, was David's first time training and he apologized for waiting until Thursday to tell us about the program.

We were ready to go teach and administer the tests, which took us to the second training.

I felt confident with doing screening after training. .Didn't feel comfortable with the modules—all the different ones. Ended up having problems with the modules. Some of the directions are hard to understand. Had difficulty getting questions answered.

When first came back school had to talk to teachers and get them on board, when we didn't understand the program ourselves. We couldn't answer questions. Would have benefited program to have someone there at the beginning of the year to answer questions and get the [program started.

Yes. To do it at that time was inconvenient.

Wish would have had more training on the Locan program. Even now after reading through the manual I still don't really get it.

Ditto. Up until a couple of months ago I didn't use it as I couldn't understand it.

Need to follow the teacher's manual lesson by lesson.

Have a learning disabled 1st grader who had to stop using materials because I couldn't understand them.

Initial training:

Prepare to go back to class and give test.

Ditto.

Idea of what you're doing.

Setting up the lab.

How to identify, why one kid over another.

Testing/analysis.

Ditto.

Screening as part of test.

Felt comfortable to do physical screening.

#2: What follow-up support have you received in response to your questions or needs?

We were in different sites, but basically had the same questions. Terrible. Call SOI and they tell you to call IDS—don't know who to call for what. Monthly reports we're supposed to send haven't come back since January, so we don't send them anymore.

We've always gotten ours back promptly.

We've gotten one back.

Our experience different. Have called a bit and got answers. But when things didn't seem to jive I have tried to interject those, which haven't been well received on the phone. I was viewed as a criticizer when I was trying to offer my ideas.

Ditto. Have talked to Sue Pillow, Diane [ ] We—everyone of us in here doing the same for kids. Offered suggestions to add teacher directions on modules—'could you just print this?' When you call with those challenges, they're defensive.

Part of the problem is it's two different agencies. We work with IDS and they can't change what the Meekers have done.

It's like, 'the program is 30 yrs old and it's perfect,' and if we don't get it there's something wrong with us.

Monthly reports go to SOI Vida, and contain a list of the kids active in the program. We send disk, they send print out. Same thing as on report.

We haven't communicated to anyone about that lately—that we don't get them back.

Doesn't impair your ability?

. . . No.

This program works well in a lab situation for them, but I really don't think they get it at a school site.

I always get responses from them, but I too never know who to call first.

As of last week I talked to [co-SOI Specialist] and we've never been reimbursed. We said we did not want the Locan. They said return it, you'll be reimbursed, but we haven't yet. Our administration won't do it.

#3: What suggestions would you offer to improve future training and follow-up support?

More site review visits.

Beginning of year presentation.

A person with a teaching background present at training.

Sue Pillow did a great job.

15 years experience . . .

She came, and from her visit we felt like we'd got a piece of gold.

Why doesn't the program have us video taping these children at beginning, middle, and end? I'm going to do it for our purpose, as I want to see if there's regression over the summer.

A form went out asking parent permission with child having picture and being named. One parent Irate because kid's photo on the newspaper.

I think it would show drastic improvement. Validity of program. Can visually see it.

Would have been nice to have more materials to bring back to teachers and parents, like information regarding the program, expectations . . .

Parent information nights—recently had parent visit; didn't really know what it was all about. Not presented in training, how to approach community.

How the experience in lab relates; like, how does tossing a bean bag, jumping on the trampoline, and walking on a board relate?

But we can't think about copying and giving to parents . . .

We discuss file with teachers and it's important teachers are aware what kind of learning style student is. It's like, "what do you have to suggest to help student?" and we have nothing to give. Teachers are wanting to learn how to teach this student; they want to help; they—we need curriculum guidelines.

We were given the books with directions—75 bucks a pop—they don't have the time. So I've been doing up a little deal, a paragraph, so they know right off: foundational stuff clipped to the front of modules.

One teacher commented would have to have his lab student tell him how to do a module.

We requested inservice—someone with teacher experience to come and teach teachers the modules. Unfortunately it didn't happen.

We would like someone to come to the site and help us set up the lab.

Like I said, we got answers, but not immediately. When you have a teacher standing there asking what to do . . .

[Drawing logic model]

#4: What is your understanding of how the SOI activities and materials work in helping kids function successfully in school? Prompt: In your view, what is the program supposed to do for kids and how does it do it? Draw/write logic model.

We notice improvements in focusing/sight—vision issues.

Have a 5th grader reading with one eye closed.

Watch kids in the lab do activities—now understand it's different tasks; they're working harder and can focus longer.

Need to receive information accurately to process information, sensorimotor integration.

Balance too—body under control.

Tracking experience—eyes move in a fluid manner; kids notice they are getting help.

Success & self-image/self esteem

Prompt: How does SOI model work?

Rate of mental processing increases/ makes them more analytical—increases concentration.

Concentrate better.

Difficult to explain to parents—Have to take parents through exercises/difficult even now to explain how it transfers to classroom.

Did parent night to see lab/exercises, etc. Now can talk about the exercises and how they benefit—I'm not a teacher—don't have the background to explain.

There's a section in the manual that explains brain and activity.

I don't know how—how brain activity is taking place. They (program developers) have proven it works—seen statistics—explanation runs along same lines of logic about crawling before walking. Activities force them to go back.

Brain is being trained

Don't have to defend the program. I need more information—would like to feel more comfortable in talking to parents.

Not trained to answer these questions—the training was overwhelming as it was.

Told them it is a piece of the puzzle—tracking/memory skills as an example. TAG—high semantics and low in figural for example. TAG creativity book for $20.15 per book.

#6 What training did the classroom teachers have for implementing the SOI modules?

None.

None.

None.

None.

Surveys. 90% positive from parents and kids; teachers are different—not sold on the program.

Teachers are turning around.

Seeing changes, but kids are a year older, go to other specialists as well.

Goes along with having a person come to the site and describe the program.

Need an inservice of some kind/lack of support from teachers because of lack of training—see modules as one more thing.

I was told to tell the teacher, 'You know how to teach—look over modules and packets and teach them the way you teach.'

We weren't trained to train teachers.

Best training is to do the pages themselves and learn from it.

'One more thing' issue.

I put a goodie in with each module; did pop quizzes/20 minutes @ 4 different staff meetings.

Supposed to do inservice @ site review—did not occur. Wanted IDS to tell them what to expect during the site review.

They don't understand how a school works.

Our principal did not communicate.

#7 Tell us about the decision process to bring the SOI Program to your school.

Superintendent/principal heard about it—went to the school board and teachers' meeting—would all pull together?—said yes.

About the same process.

Our principal was then vice-principal at the high school. Had past experience with SOI. Brought to staff meeting and asked. Whole school buy-in.

We don't know. Been told from teachers they talked about bringing in SOI—applied. Principal called teachers over the summer (we were hired about a week before).

Superintendent made the decision to apply—unclear about who to staff, etc. Not sure teachers had a choice.

Superintendent checked with each teacher; visited each teacher again to check.

#11 Tell us about your communication and relationships with the school or district specialists.

We get along (I'm both)

Continues to improve. They were skeptical—turf issues. Some come and some don't. Now have a schedule worked out.

Special Ed. Director referred kids; ESD provides other specialists.

Special Ed very interested in program—glad to have one more resource.

We came up against a wall with special ed; k-5 and 6-8 special ed teachers—6-8 special ed teacher now supports the whole thing—takes it very seriously. She sees diagnostic tests and correlation between her testing and SOI; k-5 teacher has now started referrals—would not do so at the beginning of the year. The scheduling gets interesting with kids on IEPs.

We view it as a piece of the puzzle—SST now referring students more readily; developmental optometrist checks them out.

#8 Tell us about how the classroom teachers at your schools are implementing the classroom modules. Prompt: How do the classroom teachers fit the modules into their daily schedules?

It runs the gamut. Most/all very supportive but go about it in different styles; some don't give all the time to it. Modules done—did it 30 minutes a day. We're happy they're done before the state assessments.

5-6 class sits down every day; does module every day.

Positive rapport with the teachers—relates to our building teacher; modules are teacher driven and she knows how to accommodate for teachers—chocolates; 3 hole punch; make overheads.

Prompt: Rate the implementation of modules on a scale of 1-10.

6, 8, 8, 9-10, 7-8, 6

Some are a 9; others a 1. It reflects the buy-in of the program

Teachers nervous about the modules—concern about doing them and repetition of the modules.

Kids' attitudes and parents' attitudes often directly related to teachers' attitudes.

Relations have improved over time. We're new to this and have to develop a level of respect.

Proof is in the pudding.

# 12 If the SOI Program were to be continued and expanded, what advice would you give to schools coming on board for next year?

Have a mentor lab or contact

Brainstorming session—get together with other SOI schools/people.

Involve the teachers—don't let them feel left out.

Do an open house for the teachers and kids. It's not a "mystery lab"; not all teachers have visited.

For a new school coming on—get permission slips, etc.; lock up stuff—mentoring and support.

Set up an e-mail list.

Website?

Need more balance boards/equipment.

Start training in the summer so lab is set up and get ready before children come to school.

#13 How did you and/or your school make parents and community aware of the SOI Program? Describe the reaction.

District newsletter, newspaper article.

It's important, knowing new representative for the State—invited representative over—he talked with kids—had a 1-1 view.

Open door policy

Open house with stations set up; kids and parents come to visit.

Big deal that newspaper did an article—paper is negative to public education. Parents check it out; teacher not too positive.

Parent says 'it looks like me—wish I had it'.

Lots of sibling pairs coming to the lab.

#14 How was parental permission for participation in the Lab program handled at your school? Approximately what percentage of parents granted permission?

Sent out forms—100%

All students received forms in the beginning of the year.

Put a referral release into the first packet we sent out.

Did notices and met with each parent to talk over.

No one reluctant to give permission.

2 parents pulled their kids out.

#16 Talk about student reaction to the lab portion of the program. Prompt: Do they like it? Take it seriously/Have their reactions changed over time?

We did a behavior contract with the kids: keep self, body under control. Clear expectations—set the tone early—created a positive atmosphere at the start. We remind them of the contract on occasion.

Keep it positive and fun; we use stars and incentives; kids want to get stars.

Group of students decide how they'll do the day—lab things better now—getting a sense of accomplishment.

Ours still don't like 4 corners.

Have trouble with kindergarten kids—the expectations, etc. are not developmentally appropriate.

Our developmental optometrist suggested a way to do them better with the younger kids.

Students struggle some, but find it a challenge and will come back to try.

Kids rise to expectations; older ones get more of this problem.

They love it; 5th grade girl told me, 'If I wasn't here, I couldn't learn'

They generally love it—but then there are a few times when they don't want to be pulled out or targeted; we work to schedule ok with the fun, etc.

We have a problem with 5 3rd graders—not getting work done in class; now they do their work to get to come to the lab.

Finding ways for kids to be proud of themselves; trainers had no clue about this part.

Prompt: modules?

Mostly like them.

Feel successful (the lab kids); know how to do it—has all kids on the same level.

Heard a couple of times: toward the end of the modules truly a challenge.

They have a tendency to get bored with it, the repetitive nature.

Different students like different ones. Runs the gamut—7-8 graders lot harder to appeal to.

Kids enjoy them more than the work sheets.

#18 What student effects have you observed that you feel can be attributed to the SOI Program?

Had a 6th grader really struggling, very negative, aggressive, flunking certain classes. Told me that the lab had really helped her. Now getting better grades.

Some students are more organized.

It's the fact that somebody is paying a little more attention to them—the extra pat on the back; keep pumping up the kids.

We surveyed the teachers, most said penmanship, handwriting, organization, focus, social behavior.

Have a question about TAG and behavior—not seen any change.

Touched base with teachers—no specifics—everything got better—how to tell what from? It has a part in it.

Vision and reading improving.

Teachers say they see some kids staying on task more now.

We have an Asperger's boy—he can now catch a ball and can interact.

Handwriting.

We had a junior high student non reader—in special ed. High figural, low semantic. Started in Lo-can and is showing some improvement.

#19 Talk about your view of the SOI Program now, compared to your initial expectations for its effects kids.

Pretty skeptical at first—let's see—reserve judgment—proof in the pudding. See proof now. Not all kids have shown significant improvement. Some kids have changed their whole outlook on life. Some struggle—slow, others have some benefit.

Come a long way on attention, focusing—prime areas. Teach how to focus, exercise.

Skeptical. Sounded good. Over the last 5-6 months can speak enthusiastically—it can help in some areas.

Depends on when they start.

Don't know much about classroom effects—not something the teachers are seeing.

We surveyed them—it depends on the teacher; everybody has their own rating system.

Whether they are able to give credit—could feel it's something else: 'I'm a good teacher'

Students always improving and may or may not be due to SOI.

If it helps, why not do it?

We're reserving judgment.

#20 Describe your view of the evaluation of the SOI Program

We appreciate the opportunity to do this—essential to meet and share with each other—disappointed with IDS and not getting closure on training. Activities a big plus.

Saw more of evaluation team than we did of the support.

No evaluation from SOI of the training.

They don't care what we want (they just want the money).

Told by IDS that they've been working on the program for 30 years and have it perfect.

It's an opportunity for oral feedback; we want effective programs for the tax payer—critical source, somewhat more for the state.

The questions caused us to evaluate ourselves—thoughtful questions.

The number of times to visit face to face are appreciated. A safe environment to answer questions—we feel we can be honest about the questions.

#22 How could the evaluation be improved or changed for next year?

Get us together like this. More focus groups

Questions sent out before we come—time to think about it—look it up prior to visits.

Helpful to know…where we stand with the Department of Ed. Opportunity to report—how can we give feedback? Can we see what you are sending in?

There was a 30% turnover rate in our school this year.

#21 What do you think the results of the evaluation will be this year? If the program were extended for another year, what do you think the results would show?

Good results. Kid effects, especially in 1 year, not big changes.

Very successful—lots of anecdotal stuff and maybe not measurable.

Module success is different than lab success; not as sure about the success of the modules.

Positive. We recommend they have an education person involved in the program and implementation.

Small but statistically significant increases.

Not long enough time to look for effects.

6 months—true effects seen when kindergarten kids hit 3rd grade.

Prompt: If program were extended for another year?

Better. We now know what we're doing.

Even better.

Supplies from IDS are way over priced

(discussion ensued about cost of materials)

#23 Tell us about your biggest challenges this year.

Lack of willingness to adapt or listen to new ideas by IDS—snobbish—their view of the program ('It's perfect).

Different attitude felt than last year.

Could be a personality issue with IDS and one person.

Want to sit down with the Meekers.

(discussion among many about consistency of training and mixed messages)

Is IDS too stretched?

Correcting modules.

Materials not visually appealing.

Is it IDS or Meekers? Do Meekers realize what IDS is doing or selling?

Trying to help kids—Meekers are ok—IDS wants to make money.

Money—for example, red/green glasses—IDS makes it more negative for the district.

Prices are high—how much do they need? Let's use some of the money and do more for kids; pencils—2 sets for 5 dollars.

Two trainings initially—felt cheated by the site review and other training. Did not get what we expected.

(agreement among group; many complaints about training—pacing, content, and follow-up).

#25 Talk about your greatest successes this year.

Individual kids.

I have a better day at school

3rd grade student—did not show up at school, never turned in work. Kid comes to lab. Doesn't show up. Starts in lab, earns stars, comes in and builds replications. Kid has made big turnaround. Big change for the teacher as well—easier to manage class when he's behaving. Now knows he's having a good day.

3rd grade student—permanently kicked out. No contact with other kids and on a waiting list for a treatment facility. Loves coming to the lab—comes 3 times a week.

Focus Group #5: **SOI Specialists and Technicians**, Western Oregon University, 4/23/1999

#1: Talk about the initial training provided for the SOI lab Specialists and Technicians. Tell us about the content and format of the training provided. Prompt: How did you feel about it?

It was a lot of information for the short amount of time. I feel like I came back from training and started the training. Had so much detail to recall. Still am now constantly retraining. I wasn't at the first training. I was hired the day before, and unable to do any training because I had no certification from SOI. If someway I could have been trained, we would have gotten through quicker. For example, [the Specialist] could do the screening, and I could do testing. I did go to the 2nd training, and enjoyed it. Going through the experience helped me back in the class . . . but without that before . . .

The training was overwhelming. So much. We walked into an incomplete building; nothing on the walls. Good to be able to start weeding through things and go back. After the 2nd training breathed a sigh—it started coming together. He did mention at first he was giving us lots. He jumped around so much. First thing a test. To the questions we would ask he would say, 'That'll come Thursday. Thursday.' We needed answers before that.

I did mine last January, and they came back to us for the 2nd.

Follow-up—the 800 number a great asset.

Think the staff down there are wonderful. If they don't have the answers they will bend over backward to get them.

Don't remember much of the training—it's all a blur.

Went to 1st training not knowing anything.

Would have been nice to have known something. Our administrator didn't know anything, either.

If SOI had presented us with a video to see what a lab looked like, we would have had a better view.

Our 1st was Sue Pillows.

End of September was the 2nd training.

Not happy with the timing. No time to talk to staff or process the information. Staff in the dark, too; they're in the middle of beginning class; had enough on their minds. The middle, rather than the end, of August would have been better.

. . . and still not knowing what/how the lab was going to function.

We came back and gave staff misinformation.

The whole Program was presented hush-hush. It was 2 months before I could describe to my family what I do.

Staff was frustrated, even angry, when they were told twenty minutes and found it took much longer.

Staff were told it took no preparation to do the modules, but they said to do a really good job you really do have to teach this.

Ditto. Teachers are supposed to teach them. Where are OHs? Where are the things they need to help them teach? I read in the back of my manual after about a month that teachers are supposed to teach them.

Sue came for the 2nd training and said the teachers really do need to teach these.

#2: What follow-up support have you received in response to your questions or needs?

Always there. Info is faxed, if they're asked. If they don't know them, they'll call back. Absolutely reliable: IDS.

Sue gave us her personal number.

Sue's excellent—we've been referred to Meekers, to e-mail or write them. We had a question IDS couldn't answer. First grade teacher had been teaching right to left, when suddenly a module came up that asked for the reverse. Teacher didn't want to confuse kids.

I called IDS who told me to e-mail Meekers—that just came up Wednesday.

We haven't been able to put everything together yet. Like the memory kit.

We do the memory kit 15 minutes a week, 9 students at a time. One day the memory game, one day bingo or workbook. K-5.

We have one teacher who kind of throws us a bunch of Ks. She hasn't bought in yet. Does this to see if we can handle it. It's hard to deal with that level.

Haven't seen much improvement with Ks for three months.

#3: What suggestions would you offer to improve future training and follow-up support?

Having it earlier, not a week before school.

To have time to settle in.

Something to show us what it is.

Someone training who's been in a classroom; knows how teachers teach today.

Would have been wonderful to work with real kids.

The kids we got didn't have problems.

Ditto. Not any of the kids who came into training are in SOI.

Having it earlier, and a day or two spread out, rather than 5 days back to back. Inundated. Make it like a class.

This we've done recently: we modify, as some explanations are unreasonable for some age groups. Ei: the 1st grade revolutions with hands is too much for them. I called and asked; they gave suggestions, but we decided to follow the book, and modified those pieces for our younger ones. Like, from 10 revolutions to 5. It depends on the child. I feel like that's the sort of information we needed.

David came in November to visit us. We had a 1st grader in the lab, going right by the book. No accomplishment for this kid. David saw what we were doing and he said, 'Oh! If child doesn't complete one part, doesn't have to start the entire process.' That made a huge difference. More communication would have made it better.

Lots of reading around training. Would have rather experienced it. If we had a module, to see what an EFD looked like, it would have been more meaningful. Dry. Lots of it really dry.

Like was said, would be nice to have someone who has been in the classroom as trainer. It's not a 'clinic' lab.

Sue, sitting there like a master teacher, was great.

And we could ask her questions.

Would have liked to see more of her.

#4: What is your understanding of how SOI activities and materials work in helping kids function successfully in school? Prompt: In your view, what is the program supposed to do for kids and how does it do it? Draw/write logic model.

We are training kids' brains to learn. Using their brains as a whole, instead of just parts, like with the brain bag exercise.

But some exercises taught specific parts, too.

Children are able to be successful in lab, where if they have a problem they don't have that opportunity in the classroom. When they have success in the lab they take the confidence back to class.

Control over their bodies; catching; tracking; having to maintain control of themselves. The 'attainableness' they need to focus in the classroom.

The opportunity to set up a personal system for themselves. Tried to work on olders here, especially those not having a system. We try to work with them on that.

Things don't remediate in class. SOI lab does that. Like, SOI IDs strengths and shows parents in conference, them and the child, how tapping those strengths; how it has taken child through the weak areas. When the weak areas are trained, they'll shine in those strengths. It's a very hopeful program.

Trust.

Ditto.

Body and brain do work together.

Trains brain to take in information like it's presented; have had a lot of success with reversals.

Step by step, always the same. Repetition, always systematic. Kids can build on that.

Gets them thinking ahead as a whole. Some have no concept of a goal.

Builds tenacity.

Kids can work at their own pace, but if they don't get it done they can just go until they're successful.

No pressure . . .

Even after Spring break they could still be right on . . .

There's no shame in the program. Can mark it as practice. In the classroom when everyone else is done, they're ashamed; or staying in at recess; feeling dumb.

#6: What training did the classroom teachers have for implementing the modules?

None. No time. Inservice, staff meetings; train when we touch base.

To be honest, our staff would not take on another training.

We did a 15 minute overview. We didn't have the expertise.

Ours came to us when had the Program.

We had an open house, and brought teachers in when we really didn't even have the lab done. We called them back in later. We've been invited it IEP and IPP meetings and stuff. We were told to tell the teachers not to instruct the modules, so we didn't instruct them.

We go page by page, 'here's what you need to do.'

Overheads: 'no, no, no, no.' So, I said to the teachers, 'make OHs and give them back to me.'

When I give out modules I give the next one too, so they have time to look at it.

#7: Tell us about the decision process to bring the SOI Program to you school.

No idea.

No clue.

We had 2 teacher trainers in SOI; testing; modules; had been to Vida. One had quite a background. Went to principal and regular classroom teachers and said, 'we need this.' They got it going in our school.

Alan Hooper had presented to our principal in February, then to the site council, then [principal] decided to write grant application.

Our teachers heard about it and decided to write the grant application; in with full cooperation.

Ditto, kind of, but some of our teachers didn't know about it.

We heard because we are in Dallas; six senators came to interview, maybe before or after we applied for grant. Asked teachers/families with it lots of questions about SOI.

Our principal and several representatives from SOI met with staff; applied for grant.

Still think we could have had more presentation/materials for teachers.

Even now when I look back at brochures and materials we got at first—they're not even correct.

Would have been nice to have that overview in Vida.

#8: Tell us about how the classroom teachers at your schools are implementing the classroom modules. Prompt: How do the classroom teachers fit the modules into their daily schedule?

We have one 1st grade teacher who wants to take longer. Some hand them out and say, 'go to it.' Some are in between. The one who hates it doesn't do it at all.

Some of ours go page by page. Everyone does it to suit their teaching styles. Then, absences are a problem.

Some of our olders want to go ahead, and if some are not there yet . . . hard to do page 1 and page 5 in the same classroom.

Been a challenge to encourage teachers with absences and days off, too. Some are doing nice jobs doing the LOCAN.

We have some blends. Our 1st/2nd grade blend get 2nd grade packet—I don't know how they do it. Not sure who picks the level of the packets.

Kids not missing other pull outs . . .

We really know which teachers support us. Those do the modules in the classroom. Then others make excuses why the modules aren't done. We put packets together for them. We found some of them recollating, etc. Some say they use them for free time. They just color it and draw all over it; not teaching as a whole class on one page.

I found out what each participating teacher wants for modules and I arrange the modules in that way. That helps them use the modules.

Another teacher only has 30 minutes a day when all her kids are together—she won't so SOI in that time.

We have 1 day a week when we come in late, so have extra minutes on 4 days when teachers do the modules.

Some are a mess. Some fit well with what they're doing, like the pictographs and social studies.

I took a notebook and put them all in order for each grade. The teachers can come in and preview the modules and also sequence.

This might be a '1st year thing.'

We should have a mid year focus group.

End of year K modules have not been helpful. All are writing preparation, which should have been at the beginning of the year.

[Consensus about a problem not getting all modules at the same time.]

Our K teachers have been frustrated with LOCAN—too hard for their kids.

***#10: Tell us about the relationship between the SOI Lab Program and your building administration*.**

Supportive, but doesn't know much. It's like, 'I don't want to hear complaints.'

Doesn't know a lot, but supportive.

Supportive—among the 1st of the staff members to take the test.

Supportive—and we were worried about that.

Supportive, especially since he went to Vida. We don't see him a lot.

Superintendent very supportive. At team meetings. Principal is absolute cheerleader/supporter.

Ditto about superintendent.

Principal wrote letter to teachers who weren't doing the modules.

Principal going to Vida was helpful—these folks should also do that.

Principal—Oregon in Elementary Principal Magazine.

Our principal went to committee meeting and he took us with him . . .

. . . . mentioned it went well—good for our job security. Also an open house, and Senator Dukes came. It was good he took the initiative to do that.

[Technician] and I made up surveys for our parent teachers. We sent them to 9 different senators.

Principal was inspired after meeting in Vida—the teachers talked about it. We really saw the benefit of [the meeting.]

#11: Tell us about your communication and relationship with the school or district specialists (e.g., special education staff, OTs PTs, school psychologists, etc.)

They are positive with us. Call us in for several IEP meetings. Amazing how our data matches with hers. Her testing is more specifically academic. After she realized this she calls us in a lot. She has students throughout the school she'd like to have tested.

Ours won't touch it with a ten-foot pole.

We have also been involved with IEPs. Been involved with what works best with behavior problems. Through the school nurse able to find seizure like activities seen when doing focusing skills. PE person also adapted her program to play catch, as we have kids having difficulty. All have been supportive.

One of ours has been skeptical of LOCAN. K teacher doesn't do LOCAN, so don't see results. One parent says we want this for our kid, but teacher still won't do it. She can't see how it would work.

We have sat on TST meetings, 1st step into IEPs and other special education discussion meetings. But we've really had to speak up to be involved: 'Hey, we've observed this.' Teachers are really supportive.

I've participated in IEP meetings, involved in the resource room, have a Title I teacher implementing LOCAN for certain kids.

#12: If the SOI Program were to continue and be expanded, what advice would you give to schools coming on board for next year?

Come and observe.

Get involved earlier. Do it now, so can see it in progress.

I'd love to see it expanded to middle school. Takes little ones so long to catch on. Older kids can pick it up quicker. Like to help them out.

As a parent I see the value of this. Love to see it in middle and high school.

Good for them to see they're not dummies—that you can learn this way.

We rolled into the 7th and 8th grades after administrator went to Vida. So, in January, got that down. High school is gratifying.

Send an administrator early so know more right away about what goes into the program. If starting with a new individual, start smaller, earlier. Built the Program later in the year. We came back at first, started referrals, then bam, 20%. Should have started with 10%.

We started with 20%, testing, testing, testing, then suddenly it's October and we don't have the Lab set up yet. Maybe should start smaller—we just wanted to serve everyone. We told each teacher the numbers we would serve from each classroom. Some went over—now at 27%.

Refer anybody. We'll get them going, and the more we serve the more results we'll see, because we want to see the Program keep going. We swamped ourselves. Overloaded--a struggle in that. Would be good if SOI was seen equally in the building, with special education and music and PE.

The thing I like about SOI is that it's a simple program to get kids into. It's something for teachers to try. Can see successes.

The Program should be sold to the school as a whole, not just to 2-3 people. Our school voted in before application for grant had been written—really lucky. From what I'm hearing, trying to sell it to staff, is a problem.

#13: How did you and/or your school make parents and community aware of the SOI Program? Describe the reaction.

We had to send a letter; real general. Asked permission for SOI to be taught in the classroom, yes or no. Of course, a lot of parents were asking, 'what's SOI?'

We hadn't finished training yet.

. . . or knew what SOI really was.

. . . so had a lot of refusals and wanting to know why. I really don't know why it was necessary to send that letter. Would have been better to pull everyone together to see a video and presentation.

We got a brochure—the glossy blue one—it was terrible. Explains nothing. Haven't given it out to anyone.

I sent permission sheet at the beginning of the year, telling parents their kids would be taking part in the SOI modules. They got an information sheet with this. The open house drew people in and explained to them.

We had an open house. It was pouring down rain, and we had maybe 1 kid and 4 parents. Sent a blanket letter, saying that we gotten a referral, and got a few calls from that.

We haven't had any refusals.

We've only had one. We had parents call the secretary, and if it was okay with the secretary, it was okay. Small town and they didn't recognize the name: 'Who's this teacher? Is this program okay?'

I had one parent refuse last year but the child is in this year, because they could see some problems persisting.

We sent out another letter, because realized one was not enough. We had parents who were saying, 'what? What are you doing to our kids?' We thought, huh? They had to have signed the permission slip.

We tested first so we would have more information to send to parents before we sent out a form. Told them their child was referred, and asked if they'd come in and conference us. It all went well that way, having more information to talk to parents with.

We have a blanket letter for the modules.

We had one family refuse, so we have one child who sits in the classroom not doing modules.

The hardest part was communicating with the Spanish population. Had the letter translated, but had trouble getting them back. Or they check 'yes' and 'no.' Or wouldn't show up for meetings. We have an ESL teacher, but no one who goes into communication.

We had one who accidentally got tested. We said, 'We need Kevin,' and the sub sent the wrong Kevin. We were going, 'Wow! Why is this kid in here?'

100% of the tested came back. Two pulled out because the parents got tired of their kids whining in the morning. Were pulled out for several things, so parents pulled them out of all special education programs. These kids are floundering out there—4th grade.

We had 2 saying no. One was in the Program for 2-3 weeks, and parents pulled him out. His brother's still in the Program, so don't know to this day why he was pulled out.

We had one refuse testing for a child who has many pull-outs, so that was the reason. And some parents didn't return form; don't call.

We've gotten permission from everyone this year.

We had one adamantly refuse. Got so much pressure from son they ultimately relented. He loves it.

We did contact local papers and when we did the open house we let them know we had invited the legislators. [Larger newspaper] didn't know if it was newsworthy, but the [smaller newspaper name] did come out and did an article. But the article makes it look like more of a reading program than a whole learning program.

#16: Talk about student reaction to the lab portion of the Program. Prompt: Do they like it? Take it seriously? Have their reactions changed over time?

They love it. Clamoring to get in. They look forward to being successful. Some who find things difficult keep doing, and doing. Amazing that they are challenged by an exercise when they're not challenged by anything in the classroom.

I've worked in special education for many years now. Our students are more positive about this than anything I've seen. They love it more than recess.

We have kids showing up when it isn't their time.

Ninety-nine percent excited everyday. Some hit a wall when they've mastered everything, and whine. But then they move along and get challenged again.

We had a large boy who came in and couldn't do anything. He was down and discouraged. Sue Pillows came and we realized we could adapt things. Not close to mastering, but he insists we test him. But he's proud. He can at least do them better than at first.

Sad thing he's one of our 5th graders and going into middle school.

Self motivated.

Structured. They know what to expect. Our kids want that structure.

Are they going to be let down when they graduate? They feel like they have a club.

You're labeled if you go to RR, but not SOI lab. No label. We have TAG kids come in sometimes. So, they don't feel stupid.

They get to work. They see it as a way to make school easier. Driven. They've hope; continue to work hard and they'll finish. Some won't; not enough time. Some are struggling. Red and green glasses are hard for some kids, but they know it won't last forever—it'll be over.

We've had lots of vision problems. We have one kid with a motivation problem. All he wants to be is a fighter pilot. He plods through.

We had one not wanting to come. Mom came in; she liked Program; didn't let him out. He was disappointed. The bigger kids think it's a stigma.

We had one with terrible shaking ticks. We said to teacher that maybe he should be tested for Tourettes. Now that shaking's gone. Just gone.

#18: What student effects have you observed that you feel can be attributed to the SOI program? Prompts: Can you describe any noted specific effects on

- ***the academic performance of the other students in the school?***
- ***behavior outside the classroom, at recess, lunch, and before and after school?***
- ***students' school attendance?***

Reversals: no longer. B and D; misplacing words; no longer. Teachers no longer seeing them. All levels.

We had 3rd grader who's eyes got fatigued when reading--the letters would roll on their sides. Now don't so that as much anymore. With another, the letters danced. Checked back in with her several months ago, and she said now they only danced within the line. We had a 4th grader who hated to read. Now he reads—he enjoys it.

We have a 3rd grader who when started the Program was at 1st grade reading level. Accelerated to survey reading; now at the 3rd grade level. Tracking better now.

The 1st graders jump leaps and bounds when reading now.

Our teachers have noticed at 2nd grade writing has improved. Letters used to be huge, now they write sentences. Some SED kids have really made progress with emotions.

We have a 2nd grade autistic boy who has really made progress. He's able to use his arms now, walk a line, and catch. Really made big progress.

We have a behavior problem 2nd grader. She's our neighbor and we can hear her. Her mother came in one day and said, 'You know? She's not tripping and falling so much.' Little step, but . . .

My son's been on an IEP for reading, math, writing, and spelling. Now he's off it for reading. His spelling has vastly improved, he went from 200 words to 600 words one week. He's progressed through the Program.

Much more.

Comment we hear from teachers is kids are concentrating better, staying in seats.

One 2nd grader—we could not get anywhere with him. We have not affected him in here. Bothers me, bothers [Technician]. I have to get after him so much at recess—I'm a recess aide—thought maybe I shouldn't work with him. Now he's one-on-one with [Technician], and we're seeing a real success story. That's been positive.

We used to have a kid with a 'flap.'—wiggles hands. I asked teacher if she'd seen it. Flap went away. But the thing was, he became happy. He used to be stoic. He became happy. But he moved to Arizona.

We've had kids when things jive—click, we talk to the teachers and they say, yea, they started working hard in the classroom. When things just jive, that's when we start seeing. We have children who have moved up in math groups.

#19: Talk about your view of the SOI program now, compared to your initial expectations for its effects on kids.

The beginning was hard—we expected quicker results. Need to be patient. We've seen progress when we weren't sure we would. Title I is a good program, but doesn't have the development of SOI.

I have seen so much progress this year than I have seen in the last three years in special education. With SOI the outlook is so much better.

I wanted to cry with the progress with our little boy with Tourettes.

We got lots of pressure at the beginning of the year to move kids through—6 weeks. It's taken a lot of talking with administrator, saying it's going to take longer.

Our principal says, 'you know, kids are supposed to graduate in 7 months. Is it possible?' In November we realized that they had to complete everything. We said, 'No.' IDS says no, too, that they're not going to be done in 7 months.

Manual says it takes a kid 80 hours in the lab working. We may not even have 80 hours in the year.

If IDS is promoting 7 months they need to explain that, as it causes misconceptions.

ESL kids are trying to function, and emotionally disturbed . . .

Think we could have progressed better if the numbers were smaller. Pressure to serve the kids. We had one teacher refer half her class.

And we're pressured by Resource Specialist, our supervisor, to take more kids. Our district says we have to have a certified teacher involved. We can't say no to her—that's insubordination. We serve 27%.

Different expectations—more realistic for next year.

Raising academics in all areas. Teachers seeing a lot of improvements. Some behavior had improved in the classroom. Most things that kids have been referred for are in the areas they have improved.

We see the improvement.

The kids are enthusiastic. They go home and try to do things. They see the benefits. They ask, 'why are we doing this?' And they're motivated.

#20: Describe your view of the evaluation of the SOI program.

It's great to have us get together. Too bad it's not through SOI.

We're anxious to see the results.

Like to know if there'll be hard data out of this, or only if it'll be anecdotal.

Can tell if referral went down? Concerned. Testing for special ed is so different from ours; can test for ADD, etc, psychiatric evaluation. It's another piece.

#21: What do you think the results of the evaluation will be this year? If the program were to be extended for another year, what do you think the results would show?

Over time it'll show progress—students making substantial progress in academics.

Not enough time to see hard data.

Evaluation will show not enough information to show a great deal of progress. If have another year will show progress. This year we hardly have anyone finishing the Program. Next year the Specialists and Technicians will be experienced.

We've seen progress in the group of children we see in lab.

Non measurable things. I see emotional progress; self esteem, motivation, social things.

On task better. Self controlled Self starting. Things not measuring when we see progress. Things not referred to.

Parents seeing things at home that weren't there before.

I worry where's the control group. I worry that all these things are normal maturation.

[General consensus regarding variables; mitigating factors that could be contributors.]

Some teachers say there's progress because they've changed their testing style.

Different teachers' expectations.

I think you'll see an improvement in testing scores.

Our Program is supposed to take the place of resource room and special education.

But doing special ed and SOI at the same time, clamoring to see some progress in this child. So SOI is not alleviating special ed . . .

#22: How could the evaluation be improved or changed for next year?

Change evaluation—separate SOI lab students from total mass.

Tracking system of kids who've been through the Program, like for 3 years.

Interesting to see if a child who's been 'fixed' at 4th grade is still 'fixed' in 8th grade.

My fear is comparing apples and oranges. Like the group of kids doing the 3rd grade benchmark—their scores are looked at, and they're different kids. I'm afraid, because not tracking kids, it's going to be like that.

Clear guidelines of what's being looked at through the different schools.

Flexibility of kids moving in and out will make a difference in test scores. Ours is changing, and that will affect test scores.

Biggest thing is teachers. Their opinion is very valuable.

Maybe some of the claims IDS makes are not the claims being evaluated. This is an education system, not a clinical system.

Heard from teachers they would have liked to respond to 2 surveys: one for modules and one for IPP students.

#23: Tell us about your biggest frustrations this year.

Scheduling. Getting started. The idea that we didn't know where we were in space. Not knowing about next year—parents ask, teachers ask, kids ask.

#25: Tell us about your greatest successes this year.

Students.

Kids we've taught.

Ditto.

Examples we've said before. We shared successes with the kids. It's about the kids.

The students—we can really feel the Program made the difference—don't have it statistically, but you know it's this.

And when a teacher says you've made a difference, it's all owed to you . . .

Maturing may be a factor, but when you see it click—well, maturing doesn't happen overnight.

Struggling at the beginning, worried without a clue, looking for answers. Then Sue Pillows came out and we found we were doing it right.

I think it's successful that I can explain the printout to a parent.

When teachers that grab you and say, 'look what's happened!'

The kids love us.

Part 2: Classroom Teachers

Focus Group #2: **Classroom Teachers**, Bend, 4/15/1999

#1: Talk about the decision making process in bringing the SOI program to your school.

I know at our school we had a staff meeting presentation to given to the whole staff. Talked about it a couple of weeks, and decided as a staff to support it or not. Required every teacher to be involved. Made the decision as a whole site.

That's not my memory. David came to one of our inservice days, and I was there. The presenter there was nervous--he told us so.

I don't remember making a staff decision.

At our school here was no discussion-- it was an administrative decision--I don't remember last spring--there it was in the fall.

At our school we were approached individually or as a group--then were told we all have to buy into it in order to do it. This school has never agreed on anything at all. Salesman talked to each of us, and we talked to him and asked as many questions as needed, and at the end of the time everybody said yes. Amazing.

At Evergreen we were losing our Title I monies, so we weren't going to have a reading program. Principal wrote the grant, and we were excited. Tickled to have something to help compensate for losing Title I. So it wasn't shoved down our throats. We have one certified teacher to run the program and one aid. The teacher is highly respected in the building. Tickled to have it, as we lost the Title I.

We had a discussion, and it started last spring. I think our special ed person presented to us about it. Sounded promising; good; discussion about class time. It wasn't an administrative decision. Not sure what we were getting into.

I don't want to give the impression it was forced on us, but it wasn't discussed with us. Liked the premises, but not sure what was going on. 'You're going to ask us to leave our kids?' But then . . .

We have a fourth grade teacher in charge of supervising. We had the kids going to the lab for a while, and we can see some improvements. Educating the parents--still doing staff and parent education.

I can't contribute, as I wasn't there last year.

Me too, but I think the staff made a decision.

The SOI have really worked with us to accommodate ends. They've been really positive in our school.

Our administrative superintendent was good enough to be the bad guy.

Probably last spring. Our curriculum instruction person and one of our counselors heard it and were quite impressed--and Eugene came and presented. Most were open to it, but some not. Asked if we want it, and we didn't, but we got it. These are letters to our senators to get funding next year.

#2: Tell us about your introduction to the SOI program and the classroom modules. Prompt: training.

At the beginning of the year in 2nd grade, I wondered who wrote the questions. Content and idea good, but age inappropriate questions. I asked our SOI teacher if I could make overheads (OHs), so we could read and model for students--once they get the directions kids understand and can do them, but need to know initially. Lab didn't know if legal to make OHs, but we did. It's not something to send home to parents, because it's hard to understand.

The modules at beginning of 1st grade--the modules were so hard. The Kindergartners (Ks) are not really 1st grade yet. Stressful, lots of writing, and they didn't have that yet. Had discussion among staff how to do it, but decided to adapt to our own teaching styles. Teachers now looking forward to doing the modules. Discussion about how much re teaching to do; should we correct? Decided yes, to model and re teach.

Us, too. Some modules easy for kids, some not. So we did some together. There are some pages with lots of lines and figures--they had troubles, so I used a bookmark to help them keep their place.

We have pages in K that have 11 lines on then. Impossible. I had to take these figures and put them on different flash cards--no way my K could do those. They can't do more than one at a time; time consuming, frustrating, impossible. Then it goes on to sentences, 5-6 on the page--they can't do that.

All my second grade teachers said just what you said.

Mine can do it now.

It did seem like there's-- we go from one extremely difficult module to an easy one, right away in the year. I would never introduce difficult things 1st thing in the year.

Training?

No training. Aide presented, and it was not making any sense. Told everybody had to do this at least 15 minutes a day. We had no training.

We had training after we did the modules to the dissatisfaction of the main people from Eugene.

I heard a similar thing. We had a chance to do the lab, and jump on the trampoline. Then were given a packet. Wasn't sure how to do it. We had to search answers for ourselves. Would have been good to have samples. Told it took 10 minutes a day. By the time you pass the packets out, there's the 10 minutes. Overall, I think my kids have learned how to take the tests. Nobody complains, except the Ks. Then, we were told if we wanted to, we could do it a half-hour one day a week. Don't know if anybody does it that way. Honestly, some days I miss, then we do it the next day. Training more would help us learn to do the modules.

We had a booklet made up from the company. The trainer went through it with all of us: individually on our own with training, then we had an inservice together when we went through the exercises.

We have the book, but I did not have time luxury to go through it on my own. Did not have follow up from training. Our aide and SOI trainer have made themselves incredibly available. It may have been an administrative decision to just give books to staff and learn on our own, or our staff, I don't know.

We had good training. Actually, our counselor/SOI person went through the book and talked about how things would work. Then we did some half days as if we were the children, and we went through the exercises, and then they came back and told us where we were and where we needed work. They have been very good, and I know she has been frustrated because she knows we don't have time. She even hand fed us the instructions, even though we had the book. I even had a chance to go into the IPP lab, and these three kids were so focused--I was amazed. I thought, 'I wish it would carry it over in the classroom.' She made an effort to make sure we could understand it.

Between last year and 1st year--it was harder last yr. We started at a lower level in the middle of the year. And we're not teaching the same stuff as last year, so my children were not at all prepared last year. I did lots of simplifying. This year has been much more smooth, but I still have to make adaptations. Needs more steps explained or less on the paper.

Everyone, she said--all had to do this at this time. To try to get everybody to do it at 9:00 for 20 to 30 minutes . . . then they said, 'do it whenever.' Now it takes about 20 minutes. The kids weren't putting them away when I say, 'it's time.'

We don't have any adaptations that I know of. One struggle is that some kids who got it wanted to go ahead, and so I learned to let them go ahead. Last fall my father had a stroke and then he passed away, and I may have missed out on inservice, so I hate to go on record as not having one.

We were given the white notebook, and I didn't look at it, and I don't know who did. Then I was given the modules, and I just did them how I could. Then we hired the tech, and she helps us go through the modules, and she helps kids finish if I move on. One-half hour 4 days a week.

The super was the only one last year who had time to go out and visit the lab. I would love to see what goes on, but I don't have the time, especially my own kids. We had a nervous aide to tell us in 10 minutes what to do. Told us to circulate when Ks are doing the modules--those were our big directions. When I cruised around and surveyed the teachers, they said these little guilt things: 'some days I miss and do them all in one day'. One teacher resents she has to give up the one spot of time that she has with her own kids--she has to give it to SOI.

I hear that too, because of pull-outs and having to give time to SOI.

Same.

We were scheduled to do 30-40 minutes, and have been told we have done good progressing through the modules. We have set some kind of record. If they're challenging modules, we take a break and go back another time. Some days the modules take 15 minutes or an hour.

The modules are the part my school is not happy with.

#3: Tell us/talk about how you implement the SOI modules in your classroom (participants also inadvertently spoke to this above.)
#4: What do you like about the modules? (participants inadvertently spoke to question 4 here.)

The kids really like the modules. At least mine do.

Not all mine do--they like certain activities more than others. With flash cards and symbols they're engaged. But, when having to do huge groups of words, they're frustrated. Some fly through and get bored, and some can't do them. Now we have an aide who helps, so it's better. It's a challenge to do the hard parts, but mostly kids like it.

And the modules are different.

Something different from regular school work.

I thought the kids who would be able to do it were the lab kids. They were excited to do them. I told them it was trying to improve their brain; working on the muscles. They said, 'oh, okay.' Had to cut them off because of all else we have to do.

Last year's class loved it. This year's class grumbles. But they're like that.

When we went to dots from tracing, they lost it. I went to the lab and asked what I was supposed to do, and was told it took lots of time and re teaching. Depends on the modules if they'll go from excitement to . . .. Before exams module has a story to read, and I made OHs for the pre readers. I find myself going, 'where's the next packet?', as I want to see what we were doing next.

Recently we did one with flash cards. We figured out it was helping learning styles, and kids had discussion about the same when I asked what worked for them or what didn't. I have even gotten suggestions for math from kids. Some other modules I don't understand what's the purpose. If I had the binder like you do . . .

I think at our school a lot of teachers wonder what the activities have to do with helping us teach the benchmarks. They were stressed about the state requirements. I only am ever seeing the paper/pencil activities. Maybe at 1st grade we're only looking through one model.

Mine like to do them. They have learned direction following easier. Programmed to read left to right. They do paper work that they think is important. In K they seem to like them, and see the relationship between symbols and reading. Right, left to right--that's reading, learning to build logic with pictures. I am impressed that way.

I like that we have the end of the day block and they're tired, and there's no scoring in front of them, and I think it relaxes them. They check with neighbors to check if they're doing it right. One activity had to do with lots of thinking. Nobody faked it--they really wanted to do a good job. At the end of day the pressure is off, and I really looked forward to it.

One upper level teacher felt the lack of accountability prompted kids to think, well, nobody's going to care about what they put down, but my kids don't do this. They are serious and like what they are doing. But I go back and find some kids haven't finished pages. One module took 6 weeks, and that takes too long, as administration worried about the pages not finished. Finally [administration] said, 'well, move on.'

I like the change of pace. We moved the time when we did it, when the modules got harder, but we do view it as a time to do some thing different—unique.

Comment on left to right, which is what Bridges stresses: I check if my kids are going down the answer sheet in columns.

I like that they do change. We know something different is coming our way.

I like the repetitiveness if it's for Ks. We don't repeat practice enough in regular stuff, so I like the repeat . . .

Visual tracking is not what usual 2nd grade teachers will teach. I like that. I like the activity where they have to finish a half-image in their brain. Some kids don't see the image.

#5: What do you dislike about the modules?

Ugh: the directions--could be written by somebody way out there who doesn't teach 2nd grade.

Tasks are not appropriate to time of year. Stressful, didn't want reading to be stressful.

Unclear if it's illegal to make OH, and I just did it.

I don't like lack of accountability. Don't like kids doing what has no direct feedback. I never see anything corrected. For a while, a note was coming back. Now there's no marks coming back. I don't like that there's no accountability. As a general comment, that was the most problematic thing that bothered them.

That's what the notebook does, to explain what side of brain and things to the kids about what the modules would be strengthening. The time . . . there's one more thing to do . . .

Pressure in the middle of testing: teachers say there's no time right now to give an hour away on something there's no accountability around.

One parent asked, 'how is this helping my child?' How does bouncing up down and time shooting up exactly work in the brain? I need more specific info to share with the parents and community. In our district the community is demanding that we do not do something that is not worthwhile. How can we explain why when there is improvement? I can see the connection, for example, the direct connection between the program and this kid's improvement, but I don't know how to explain it. I know sort of how it works, but I don't have the brain research to know.

My staff is so frustrated with the modules that they say they would keep the lab portion and ditch the modules. I have to report that. Maybe if we had training—it was just sort of thrown at us. We are so focused as how we are exposed to public, with all the focus on test scores.

That bothers me. My K: I check every one, only 17 Ks. There's a step missing. No modeling and directions. How does a kid do that when they are given something and no models?

But it was just dumped on us. Teachers did not buy in.

You run into the managerial problem when some kids are done and some aren't. That constant trying to find a way to keep together.

But I like that they can be taught the process by their peers.

What disturbs me is that the work kids are doing in class is not going home to parents. Where all those papers going?

What one of my staff didn't like is that some of the modules are really tedious. My son, 8th grade, good student, had a hard time with one that does numbers. Imagine how hard it would be for kids who aren't good students.

What is extremely frustrating is the lab would help every kid in my class, but I can't send them all. We were told only 20 percent of the school population, and that's all.

Mine have, as a whole class, been in the lab 4 times. You should be able to get your whole class in there.

Wow! That primary couldn't get all its kids in was a revolt at first.

The largest complaint at our school is the time. Large chunk of time. I don't mind so much as I don't plan, but other teachers complain.

So interesting to hear the differences in same program.

We were told we had to do them everyday.

We weren't.

We were told we could be accommodating.

I had 2 negatives and 2 positives. [reads letters] She didn't feel she'd seen any improvement from doing the packets.

I have the first graduate of the program in my classroom. I have 10 who go to lab. I can't send anymore.

I haven't seen anybody graduate yet.

#8: Please tell us what your understanding is of the SOI program's intent, and the process (mechanism) by which it works. Draw/write logic model.

[Specialist] and I were trying to figure out to explain the learning of SOI, and we went through many metaphors, and they all broke down. We decided on this one: the first computer I had I had to do a lot of things before I could get DOS up there. Like the students, have to do a lot of things before they can get things. When I turn on my machine now, Windows comes up right away. The SOI Tech 'programs' the kids. I don't' know how it works, what I can do is put the stuff in and can 'pull it out.' I can see it.

Reminds me of the closet. Kids come as an empty closet. So give things to put in the closet that the kids a can pull out later.

It artificially gives kids stair steps to build on the total package that makes them successful learners.

I used to do vision therapy in [town name], and I worked full time in summer and Saturdays for 3 years. This was 15 yrs ago when vision therapy was first starting to be something that would help children. The things that go on the SOI lab are the things that I was doing as a vision therapist, but are more expanded than what I did 15 yrs ago. Issues that go with children's vision most people are not aware of. Eyes are just as important as your quadriceps. Even doctors do not understand that children have issues with ocular vs. binocular vision. In SOI lab, when they put on the red and green glasses, they only see one color. One eye is shut off. They only see one color. No convergence; divergence; you have one side of the brain not operating. What the lab does make available to children, regardless of socioecononomics, the opportunity to have both their eyes work together. It's a very subjective thing. All of a sudden you have this child reading. As a vision therapist--when I can get the child to see both of the colors [talking about a converging and diverging activity]--you can't say what this does for kids unless you have done this. This is vision therapy being offered to children in schools. How does it effect test scores? Well, if kids learn how to read . . . Most of the parents in our school think if the kids can see the basic test, then they're fine. Many of the kids in SOI are dealing with one eye. Patch your eye for a day and you would be having a bad day. We have a child living in a monocular world for a long time. He needs to be referred by the primary physician, but the primary physician says, 'well he has 20-20 vision--he doesn't need glasses.' The M.Ds don't even understand it.

I have gifted kids in my class who go to the lab.

Our people are wonderful. They certainly bend over backward to make things work for you. I don't think anybody has any complaints about the people we're working with.

That's been our experience, too.

SOI Techs/Specs exhibited some flexibility, but also some sensibility to our needs.

Ours have been really good about training, or explaining, or helping to get them perfect or correct them. 600 kids and just 2 of them--definitely need more.

Our gals in the lab have been just great, too. They may feel like there's a time we could get a little bit more feedback. Basically, they [kids] disappear for half hour, and then that's it. I see lots of strengths, but I think that's one place where they could provide feedback.

Ours go out of their way to accommodate.

Ours, too. They keep us informed. They invited me to come in and learn how to do the Ks so we could do it as a whole class. 4 go to the lab.

I have heard our K teacher and the kids started, but they don't do it now. I don't know if it's a behavior thing, or if it's too hard . . .

I know if all my Ks would go if they could.

A problem for one teacher is that there are not lab services. Meekers, or what SOI said, Friday is a good time for catching up, and time teachers sometimes set aside for this.

#9: Please describe how students in your school are selected and referred for SOI lab participation.

We were asked to pick kids at the beginning of the year, but now that I know those kids I may not have picked them. I referred kids needing help with hand-eyes and stuff, and, also, like I said, I had 2 tag kids.

This year I haven't been able to send anyone.

Title I was usually the high priority.

We had questions at my school if kids at Title I or not, so we looked for kids falling through special ed and Title I cracks.

I am usually unsure. I don't know them; they're 5 years old. So I pick things that are out of the norm. Behavior? Hand-eye problems? I have sent two at the beginning, and later another one, out of norm in one area, though I got a new student that I had no response from. [SOI Specialist] took her for a while, then we decided to leave her in. I don't feel comfortable without response. Want a check list or something.

Now that I have gone through the school year I would do a better job next year. We don't know at first.

#12: Please describe your view of how the SOI modules and lab program interact with, and/or relate to, your school's special education program.

There's no interaction; there's no communication. Some may be served in both places.

The special ed program in our school have until 3rd grade, then the battery testing, then we kind of let them down. Don't think there's a whole lot of communication.

Ditto. But now I think the lab person provides information on our kids.

We don't see eye to eye. I heard, 'this was all tried in the seventies and it doesn't work. Don't even send your kids there.' I put that aside, because I wanted to see for myself how it works. It makes sense. We need to develop parts of our brains that could not be working.

The vision therapy helped my brother, years ago, immensely.

I had a child in special ed who had started the modules, but [SOI Specialist] said, no, he didn't have to do them.

That sounds like a good thing. We have an average intelligence kid who is a non reader.

I think it's training and different philosophy, but I don't think there's animosity. I think that could be negative for somebody just starting on that.

At my school the certified specialist is also a 4th grade teacher. To attend IEP meetings would be too much to ask.

Our SOI Tech works with our special education teacher. They discuss students a lot. Good relationship.

Ours, too. We have a severely handicapped population. They're not served by SOI. But we have the special ed and SOI people working well together. I think the special ed would say the SOI is enhancing the kids' reading.

#13: What has your school done to assist your students in preparing for state benchmark standards?

Our district, K-12, spent a year on developing the portfolio. We all see ourselves--not just 3rd & 5th, etc., but all benchmark teachers. We took it to heart.

Realigned the curriculum--it was outdated--to align with benchmarks.

Had inservice in Fall to address those same things. Helpful. Never had an inservice day before. Now we have three. We've had training for how to . . .

We changed to a 4 day week, so we can work on our benchmark stuff on Fridays. We're a school being dragged into the next century. We're just starting to rework curriculum.

We work together to share the load. Some teachers like it/appreciate it, some don't. Older teacher's don't.

Our school does Oregon Plus. Parents understand the process better. Kids do better. Kids are told we're teaching how to take the test; thinking in a test mode. I like this thing that the state does.

We have school wide testing. We decide together as a school.

We have added another inservice day. We have now lots of opportunity but looking around for someone. They keep changing the rules on us, too, and we've been told everything's changed.

Did 2 times weekly tutor session with Chapter I, but I think anybody could qualify. They gave snacks. But that's gone, because I don't think the teachers could take any more time.

The year before last year we got CIM days.

Parents complain: 'teachers got another day off!'

***#13b*: What is your view of the contribution the SOI modules make in preparing your students to meet the benchmark standards?**

If it improves ability to have both eyes working, and the child can now read, I think it is significantly related to how it contributes to state tests.

Tracking, too.

I can't recall which one, but I was excited because something on one of the modules was like what was on the state test.

#14: What effects have you observed that you feel can be attributed to the SOI program? Prompts: Can you describe any noted specific effects on

- ***the academic performance of the other students in the school?***
- ***behavior outside the classroom, at recess, at lunch, and before and after school?***
- ***behavior in the classroomBwhat effects have the SOI modules had on the behavior of your students?***
- ***students' school attendance?***

How to attribute a child's turn around to SOI? There's so much external stuff, so I don't know how to. One parent of a kid who's totally turned around says she knows it's SOI, and another one, too. One kid exiting marked 'no difference' [from SOI], because he said he started ritalin. I asked, because I saw the big difference in him, and he said he didn't know which. His mom's came back the same way.

Only one I can say with certainty is because of SOI. [Child] had extreme motor difficulties: the pencil would shake, the scissors--big effort. The SOI ladies were scared to death when the child was on the trampoline—he had no control over his body. Now, he is writing full sentences when before . . . I can't say he could . . . jump . . . listen . . . focus . . . work. Could be just growth. Or physical training SOI Lab provided. Still, the gut-hunch kind of thing. Can't see the same kind of growth with other 4—I see some, but . . .

For me, I attribute much to SOI because of my vision therapy background, but, again, it's just a hunch. There have been changes in home factors, too. Have two kids reading who weren't before, but they're wearing the prisms in glasses now to see with both eyes together.

Seems like kids are subjected these days to so much chaos, and the SOI works to bring them back some more control.

Some of our teachers are apathetic, as we don't know if we get the funding next year. We need the time to see something specific.

I have low functioning students. Lab Specialist says about kids, 'do you know [name], who couldn't do this, and now he can?' I can see big things, but these kind of kids, if they can do little things, that's something significant. Accomplishing something. Other teachers say they've seen a gain in language skills.

Short time training, one year to evaluate. Kids are in therapy for two years before they get it. Some six months. This time has not been significant enough.

We have a K teacher who had a child who went to SOI at the top of class. Then the child moved for three months, came back, and now is at the bottom of the class. She [K teacher] thinks the other school did not have SOI.

One kid I have with vision problems was going to Bridges, not near or far sighted, but other eye problems.

The time element is vital.

I have this example. ! asked to take the test. I did--went through the modules. I believe I have improved with proofreading. I used to miss seeing things; used to have to go back, go back. The problem showed up in the modules. [Specialist] showed me what I missed. She was surprised, I was not. The exercise has really helped me.

#15: What comments/communication have you received from parents or other community members about the SOI program?

I have several parents whose kids are in SOI who visit the lab to see what they're doing. They have written to the senators. Both children are the ones now learning to read. Good homes. Good families. They took the kids to the eye doctor after the testing.

One of my parents' concern is what his son is missing when he goes to lab. But mom is positive--Dad is short of positive.

Yes, that's a concern I have seen, too. What are they missing in class time? And for Title I, too. We had to do PR and work on informing.

We're just now informing.

It's not something that comes up in my conferences. But in another 3rd grade class there was a child pulled out of the program, as she was angry when she had to come to class on those days. I had one parent refuse.

We got written up in the local newspaper.

Our Lab Specialist never had anyone come down to check it out. She'd encourage, but most don't. She hasn't asked about what we do with class modules.

We met with parents in October for goal setting, and sent home a report card later in the year with no one coming in, so have had no conversation about SOI.

Parents got to try stuff out at our open house.

We had that, too, but not many physically coming in, which is asking a lot--all but one of my parents work.

I had one parent call it 'clown school,' and another was negative, but neither one has had much dealings with lab. I didn't try to win them over, just explained why I like it.

At our school there's not a whole lot willing to give up a whole day for a face meeting.

The same working or family problems. Haven't had one parent ask after SOI. They'll sign anything to get [a form] out.

#16: What is your perception of your colleagues' views of the SOI program in your school?

When our SOI specialist heard I was coming here, now she knows positive things will be said, because the other teachers in our school really aren't so positive, but I think it is because of the time thing. Our specialist is really neat to keep things going.

Our specialist is dynamic; highly respected in our school. First, 'oh, well, we'll see.' Now she's really enthusiastic. Good leadership under her piloting the program. And we do have people who understand the vision issue.

We have two people in our lab who are extremely excited. When you go to them with a problem, it really rubs off. No negativity, except the dilemma of whether should do packets or modules.

I believe our staff supports it.

Our staff has been very supportive. Some of the 7th and 8th grade kids are not as enthusiastic, but that's about it.

Some of ours feel it's time consuming, but I feel like I should have had the time to run a quick survey.

We started negatively, but now . . .seeing results. But it's, you know, is it ritalin? Maturity? SOI? Band? And seeing these letters [to senators].

I think the younger grade teachers are most supportive, and I think [talks about the issue of lab techs keeping jobs]

. . . issue of program coming and going.

. . . all not totally negative, but not sure of premise.

. . . think would like to see more kids served, and see some positive changes. We have so many emotionally disturbed, and there's no counseling . . .

#17: What advice would you offer to a classroom teacher in a school that will be implementing the SOI program next year?

Read your notebook.

Talk to previous year's teachers, and do training.

Don't let the administration administer testing during inservice.

Training would improve knowledge and buy in.

My staff was skeptical of a salesperson giving the first in person presentation. Saved our questions for 2nd person, a man, I think, from IDS.

Would have people present who are actually using it.

Management of group--which was all at different levels. Some were farther ahead, some couldn't get started.

The age appropriateness of packets (1st graders).

Ditto for primary.

Where to fit it in? Something has got to go, like social studies? Science? They become shortened and abbreviated.

Ditto, like publishing time for writer's workshop.

We asked our district how we were to fit it in. They said the main emphasis is on 'language arts and math. We feel this contributes to that.'

Our SOI coordinator says put it in instead of what [module] looks like. [For example,] if it's a creative part, put it in instead of art, etc.

Our choice is wide open. Activities are writing, so I stuck it in instead of writer's workshop.

For me it's a management issue, only I'm with older kids, too. Some can whip through, some couldn't. I have some kids who are finished for two weeks until we can all start another module. Sometimes I am greatly surprised by who can do them fast. But, generally, my top kids are the ones who can whip through, and the struggling kids struggle with the modules. It's to do with work habits.

The page numbers on the packets are confusing.

Kids that struggle on the math paper struggle on the SOI part--struggling with the pencil/paper side of it—it's not helping to address those issues. The paper/pencil module is just another thing for them to struggle through.

If it's visual we can all go through it together, but if it's a reading-on-your-own activity, it's the same struggling-reader-kids who struggle with SOI the most.

For some kids, struggling with the modules are just another way to fail.

One of mine who is quiet, strong academically, I am able now to identify where she needs help, where before I couldn't have known. Now I can push her farther. She's already ahead of grade level.

It's a nice option for kids to have: all doing the same thing, all together.

Visual tracking not otherwise tracked. Developmental things done in the home, before kid who got read to came to school, but other kids didn't get that.

It has improved visual perception for students. And kids like--are excited about the modules.

Yea. I saw lights go on: 'Ohhhh!'

Teachable moment opportunities.

Yea. Some wanted to figure them out for themselves. They liked that.

All were delighted with the module addressing learning styles. Hard to catch otherwise when you have 27 [students]. Taught how we thought them--direct effect on how they learned. Best part of the year.

The following questions were inadvertently answered above:
#18: Please talk about your greatest challenge in implementing the SOI modules in your classroom.
#19: Please tell us about your greatest successes with the SOI modules in your classroom.

#20: In your view, what has been the effect(s) of having the SOI program in your school?

An opportunity for all children to be functioning on the same visual acuity plane field. I have some parents who won't take kids to vision therapy, let alone to get glasses.

Creates a feeling of community and continuity. I like knowing in one thing all in the school are doing the same work in the same way.

Ditto. The whole school actually agreed on something.

Things that are a problem with kids . . .

There are positive, wonderful things happening, but can't identify them.

Problem with what's accountable; it's not possible to break down one thing that happened in nine months.

I read Howard Gardner on the web making a comment regarding SOI, saying we already do those things in schools. I agreed; granted, but not organized at this level, and not in this sequential, consistent way.

It's more help.

It's seeing kids almost individually.

I saw a Forbes article on the Bridges web site.

#21: Would you like to see the SOI Program continued? Why or Why not?

Yes. I adamantly want to see it continued. I sound like I'm a vision therapist. I'm not. I only did it for three years. But it always comes back to that. This gives all kids an opportunity to at least have problem caught and addressed.

I believe we should at least teach kids how to learn, besides what to learn. We don't do it.

Coming here and hearing testimonies gives me an even stronger sense of why I would like to see it continued.

I would like to see it continued. But, I can't speak for my whole school.

I would hate for us to have another program come and go. And other teachers have asked about that.

Somebody said 15-30 years ago it was around. Why'd it leave?

Legislators? This same scene?

Our staff is maybe feeling frustrated with that pattern.

I would like to talk to people who've had it more than two years.

We need more networking between schools, and more minutes in the day.

It would be good if we could get the training given to the school Specialist. They're like born again. Some, even the regular people [those who do the modules regularly], are afraid to say because of the Tech's enthusiasm. Frustrated, too, about not having enough time.

I think it's a positive thing.

It hasn't been long enough. Doesn't sound like there's enough conclusive evidence. But in the education, in the life of a child, one year is not a long enough time.

I think everybody at our school would like to see it continue.

Doesn't seem to be an overtly negative thing. It's more of a time thing, and questions about accountability.

Focus Group #4: **Classroom Teachers**, Western Oregon University, 4/20/1999

#1: Talk about the decision making process in bringing the SOI program to your school.

Surprise at our school. It was, 'you'll be doing this . . .' I've spent very little time in the lab.

Ditto.

We were told, 'thou shalt teach bridges.'

People came to talk to us, and showed us a video. New building—we had room. Staff spent much time deciding if we wanted it or not.

There was a video in our library.

We also had a lot of prep, and a staff meeting. A staff decision—consensus. One of the teachers had been trained privately in SOI, another with a son who had gone through the modules.

We joined in with Thurston. Thought it was an opportunity to get more services for kids.

Our principal used to work for the state department. Last winter [the principal] had the SOI group come talk to staff. Decided before we were talked to, though. Last winter the school began a Lab pilot, this year we began the modules.

Saw the brain bags, and thought, this is SOI—familiar with name and stuff. Intrigued. It was suggested we incorporate into the school curriculum. Heard it was a wonderful program, and we turned on to it. Yea, we wanted it.

#2: Tell us about your introduction to the SOI Program and the classroom modules. Prompt: training . . .

The staff in the lab had gone for extensive training, and they shared with us—helped us to understand CPU, MU, DWI, etc. We got a bit of training. Some surprises—didn't expect it to look so complicated.

We were handed a manual. Had a mid year inservice when teachers went to the lab to see what kids were doing. Before we were just expected to look at the manual. I didn't feel adequately prepared.

We were led to believe there would be training in addition to lab training. Not. We were left on our own to self educate, which was done by some, but not by most.

We were not provided with a staff meeting time to go over it in depth. We got books, too: 'here ya go.' Took more time than we were told. Battle plan was to work everything before the kids did, just one more thing in an overwhelming situation. I believe the students enjoy it, I really do, but time wasn't made available for the lab [persons] to present.

Putting time into it and not knowing . . .

Easier to put this to the side. 4th grade and up was handed one month of modules to study and were told, 'give it back when you're done.' Lack of training.

Lab [persons] gave us an overview. When we get a new set of modules they explain everything to us. [SOI specialist] is real good—wants us to be successful. Helps individual students, too. We have a fifteen minute meeting every new module—by grade/module level.

We had a brief inservice. Overview. Told about the book. Tried to make us feel we had to do all this. After four weeks or so we had an opportunity to go to the lab, which helped us to feel like we were an important part of the students' learning. But were on our own with the modules.

Our situation was kind of the same; inservice. Our SOI people are helpful.

Our lab people are helpful, too. The classroom modules are what we feel we're not trained in.

I felt like I had to wing it a bit.

Overwhelming.

Second year gets better.

We have six 3rd grades trying to stay together. When ready to do a new one we gather for lunch, plan out the modules and talk about them.

We also were not instructed about the modules. But the [lab persons] are real helpful and will try to find answers. I'm the only 2nd grade, and don't have anybody else in the school doing 2nd grade modules.

#3: Tell us/talk about how you implement the SOI modules in your classroom.

I do it the first thing in the morning. Lots of students going to special classes. So at start of day, can do modules together.

About the same—nice focusing, settling in. Two days a week, Monday and Wednesday, about 20 to 30 minutes. They come around and give—add to and pick up modules. We don't meet as a group.

After PE 3 mornings a week. Some modules done in 15 minutes. A time to refocus. I try to have a time period every day.

Three/four days a week, usually in the afternoons. I only have 2 periods a week when I have the entire class. It's not really consistent.

We do a trickle in start. Breakfast at 9, so SOI at 9:20. Older students start on their own--can read in groups of 4 with manila folders. Or, after lunch we have a 20 minute block before band/orchestra kids leave. We have a self direct set up in our classroom.

I do it with my students; work on my own answer key. I do what I have them do. I model. We do them 4 times a week for 20-30 minutes, depending how much they're into them. Last week we did all student response cards. They loved it.

I start by giving the SOI directions. Then we do journal writing, so they can work on their own.

I have a 15 minute block after lunch—I do it 3 times a week.

I use it as closure—the last thing of the day. When we get a new module I make an attractive cover that they can decorate. I bind them all and put in plastic notebooks. They take some ownership.

#4: What do you like about the modules?
#5: What do you dislike about the modules?

The kids are excited about some, other they're not. Once they buy in they're quite motivated. Some like to get through things quicker than others.

Those transient kids that come in and out—SOI helps me to assess them. My kids enjoy [the modules]

My kids enjoy worksheets/modules. They teach some skills we assume sometimes.

Kids with language limits can be successful. Not a great deal of written language involved.

Some children, who haven't seen much success, with this realize they can accomplish something. Positive. Exciting.

Sometimes instructions are confusing and open to interpretation. When I think I have it clear in mind the kids ask questions about something I hadn't thought of. Have to make quick decisions.

I asked my kids (5th) yesterday to write down likes and dislikes. At this level they want to know how well they did. I think I see some frustration there.

Battling with state assessments, too. How much help do you give them? We're a collaborative class. Some of the directions are vague. Makes type A kids crazy. I also see frustrations with not seeing assessment with SOI.

I hated paper shuffle at first. But now, thank goodness for parent aides, I staple them now.

We correct ours.

None of ours are corrected. That's what I'm saying.

Ours are.

The lab will do that.

That's what they first said, just hand them back. Then later they said, 'no, we don't.'

They want to know right now, so I correct them. I feel guilty sometimes doing SOI. As a benchmark teacher I fell like I must do everything geared to state test. I feel like a parent will see me. But state tests are done now and I can enjoy SOI—heat's off.

Some modules easy; quick. Some 2nd grade ones too long. Soon the students are worn out. Was told took 15-20 minutes. 15-20 most, then put them away. Some take 45 minutes—I can't spare the time. Some take 2-3 minutes. Some are great, some are frustrating.

Some are totally inappropriate for some. Some are frustrating for my non readers. On the other hand, for 3rd/4th graders, the 'e-e-e' thing is overly simple. We didn't know we were doing it. But were told kids had to do it all. I want the freedom to make that choice. Maybe it goes back to not getting the knowledge in some training. I go with the manual.

Like you said, that manual is not all that easy to follow.

Question: Can you talk about referrals?

We have 1 SOI teacher and only allowed so many parent request referrals.

At the beginning we were given a list: kids looking at serving. Have 6 of 27 of mine going. Think we have two classes that haven't recommended any kids. Anyone I have referred she's found room for.

One of our 2nd grade teachers has 11. It's more a teacher decision than parent.

Ditto.

We've had a couple of parent requests.

Teacher referrals.

Teacher referrals as well. Five out of 20. 500 in the school. I have two more that need to go, but no room for them.

That's our frustration, too. Not enough room.

We were cautioned not to jump on saying 'this kids needs to go in.' Be careful who we refer, so don't fill it up all at once.

We have a waiting list. Have a couple soon to finish.

Teacher referrals. Ten out of 2 classrooms. I don't know if they're taking new kids. Some ones I have going don't quite qualify for special ed, so SOI has been good for them.

Parents showed interest, came in to see—small town, heard of it. Three I have are all parent referrals. SED kids—no learning disabilities, other problems.

Lengthy test [SOI]. Three hours.

3rd graders do testing. Testing feedback nice, though.

We were given so many supplies and tests. Had to do it with a limited number of supplies. If we had 19 tests, then 19 kids to serve. 127 in our school—small school. Part of our money went to Thurston, because they're big. Weird way to start off, not meeting the needs of kids.

We have lots of Title I kids.

Tons of transients.

#6: Please tell us about your interactions with the SOI Lab team/personnel.

We communicate a lot. I am the teacher in charge of her. When the grant was set up they said they wanted a teacher that she could come to. Went with site council chair, and I'm that. It's an easy job—she's great. We have 1 lab [specialist], and one full time and one part half time.

We have 1 person, who does it all. She stays late. Open, helpful.

We have 2. Very cooperative. Help us figure out questions.

I'm struck by their organizing, delivering, and pick up. One had students in the building—already had relationship. [They] do all the testing and correcting, making it less stressful for us. Upbeat and positive, like the kids.

All true of ours, too. Responsive. The hard part is finding time to communicate.

Our students look forward to going to lab. Staff is organized and on top of things. They stay after school.

Our site has 2 buildings, 1 half way up a hill, with one side all windows. So, all the kids below saw the lab being set up—saw trampolines and things and wanted to go. But learned only a few could. But we had an open house and got to share.

Another positive thing to say is I've seen some self esteem issues that have gone to lab. Now they're able to stand up and communicate when they might have not had that quality before.

We have 1 teacher and 1 aide. Well versed. I'm impressed with the 2 people in the lab and program.

Ditto.

We have 2 full time.

But we don't ever see the scores. I don't know about the testing.

That's true in our building, too.

Ours come back stamped and corrected. They can tell us where kids maybe can benefit.

I never get anything back. I'm asked to right down kids having difficulty.

We get printouts of how our lab kids are doing in time for conference time, broken down into different modules. I refer parents to the lab.

We don't.

Ditto.

There's 1 form from SOI for parents. We decided not to send it, because there's not 1 word on it parents could have understood. It was like an evaluation, listing IMG, etc. Down side--really not appropriate for parents.

We thought that, too.

Unless there's a phone call, there's not much communication. Once they know their child is going . . . part of that is as teacher I still don't have some ideas of what's going on.

It's hard to supply info for parents when you don't know what's going on.

When they came and showed us the video, I had gone through testing with my daughter, and when I saw SOI bring in the exact, same exercises, I was sold right then.

I think with older kids you're able to identify vision problems when maybe not otherwise. We were told the modules were not diagnostic but for practice. I don't correct them.

But with 25 kids I'm trying to walk around . . . and not to get [the modules] back . . .. But I have seen results. I had a kid last year who had major reversals. She went through Lab and now I have seen major improvement.

And with behavior problems . . .

Us, too; one of criteria.

And self esteem . . .

Where I am having difficulty talking about referrals that have healed—to say that it is SOI, or 2 teachers on 3 kids. All of my 3 kids have shown dramatic improvement. But I don't know if it's SOI or the fact we have 2 teachers and other help.

#7: Please tell us about your interaction or communications with your building or district administration around the SOI Program.

None: 'You'll do it.'

This could be my masters thesis work. One of our administrators is not a good communicator. He's so random I can't even follow him. It's like, 'do this,' and there's no follow-up, no debrief. We're never together as a staff. We don't have a leader to lead us together.

We had an administrator who liked lots of staff discussion. But since we started SOI we haven't had a discussion about what's going on with SOI. But she likes to try new things at school. In that way I am skeptical about SOI as it hasn't proven itself to me.

We started with a brand new administrator last fall, who didn't have a clue. But this administrator is easy to go to. We also had 4 new staff. He was good to go to them and try to get them going. He made some—what I think—wrong decisions. So I went to him and he said, 'Okay. What do I need to do?'

I'm sure our administrator would be easy, but I don't see the need. Ours is a small school, and the administrator is assigned 2 days a week. We're not in need. Not negative, it's just the way we run things.

Us, too. Small school. We had inservices last year, but this year we've mostly just been talking with the lady in the Lab.

My building administrator is supportive, knowledgeable, visible, and comes in the classroom. Positive, not judgmental when we're doing the modules. Open to ideas and questions. I don't think he could be better. He encourages communication. There are 3 elementary schools in []. He's fabulous; always there. Knows problems before they happen. He used to be the principal at the HS when my kids were there.

#8: Please tell us what your understanding is of the SOI Program's intent, and the process (mechanism) by which it works. Draw/write logic model.

I have some bouncers, who can't stay focused. I think SOI has helped those kids stay focused.

[SOI] is related and based on brain research. The brain is multifaceted and some have stronger parts. Diagnostically, SOI helps identify weak areas. Prescriptively, SOI helps strengthen those areas.

Ditto. There are 26 types of intelligences. SOI identifies motor areas that aren't there. It identifies hand-eye brain gap. Taught to identify psychomotor connections that aren't there, and, what really surprises me, is that it can strengthen them.

We were told it takes 1 year and ½. Our SOI visitors said it takes a while for the program in the school, like in the Texas schools that have had it for a while appreciate it more the longer they have it.

I feel very under knowledged to speak to parents.

If you've seen the test results it's easier to talk to parents; to share weaknesses and what will be done.

Our SOI instructor came to our conferences and explained to parents, which helped me to learn the vocabulary and how to present things. When I talk to parents I talk in terms of 'learn how to learn;' offer specific examples of things I've seen during the modules. That's the basis understanding that I have.

As I do modules I learn and understand, too.

SOI supports educating the whole child, and what they came with, and learning how to integrate with what they already know.

I just finished parent-teacher conferences—3 didn't show. A coincidence? Parents of the three I have in Lab. It's interesting to know that of my SOI kids they're the least involved. I don't think they give a rip.

The musician in me ties into anything that helps kids tie into things differently. Whatever we can provide them at equal time is great.

SOI is trying to connect with the research out there; working the brain differently than what we're used to.

In some way many kids are passive learners. SOI is helping with hand-eye; crossing mid lines. So may kids are not active learners. It shows in behavior and academics.

Back to modules—I can see a lot of developing them for needs when they're 4th and 5th graders.

When I looked at the K ones I was wishing some of the kids would have been allowed to do this.

SOI shows teachers they're not taking care of things like holding the pencil—those things.

It helps me and the students to focus on strengths. In this age of assessment when it's decided you can or you can't in the 3rd or 5th grade, SOI shows you you can still be a great learner. Some days my kids come back from Lab and lead the directions for the modules. It's great. Rather than just doing—like writing workshop, when that may not be their greatest strength. And to validate to parents of kids maybe not doing well, that kid will still be successful, even though it may not be what kids do best.

#10: Please tell us your reactions to the SOI modules.

I first thought they were complicated and confusing. I've since discovered once I understand, take it step by step, than they can do them. I'm so proud of them.

Initially excited, then enthusiasm declined.

Some modules are more attractive than others.

'Finding Words' can only go clockwise. They thought it was a hoot. They used the dictionary. They loved the picture ones. But some things that don't catch their fancy, they kind of blow them off; handle it like another assignment. It's kind of a crap shoot—never know what's going to happen day to day.

Funny, mine didn't like that one. Mine always want to be right; do things the right way.

I asked mine to talk about which were their favorites. Some liked some that others didn't. Every module was mentioned by someone.

When we started we were told that some were hard; not interesting, and that if you went through them fast those were strengths, and if they were challenging it meant you needed to work that muscle in your brain.

My kids are matter-of-fact about the whole thing. They don't think they're challenging. We were doing 2 levels for 2/3 blend. We were told to go to a lower level.

The older students are turned off. Not interested in SOI. No accountability to it.

My best and good 3rds got to lead SOI; play the teacher role.

Certifications were given in SOI Lab when they met a certain standard or skill. They're real excited about that. They feel good about themselves.

I assumed the certification part of the program.

Ours does a sticker chart.

Ours got certifications when they completed the program.

#11: Please talk about how the SOI modules fit within your curriculum.

They don't.

The map one we did--had a great discussion on NSEW. They have skills that develop things they need to do, but doesn't fit in curriculum.

It fits in our curriculum for 1st grade.

Teacher models; picture guessing; checking; making systematic tests. But like DOL [Daily Oral Language], they can edit until their blind, but are 5 steps away from applying to writing.

Pictographs planted a seed of interest in our African studies right now.

Some of the thinking that they ask kids to do . . .

. . . takes what's so difficult for kids. Its step by step process--lets me know that that's what it takes.

And sequencing; things that are really important.

I often offer a strategy to get to the end. When it came to turn the flamingo into a flying saucer we didn't have a strategy.

It's good for kids to know there are different ways to do things.

Sometimes I think we start with biases.

#12: Please describe your view of how the SOI modules and Lab interact with, and/or relate to, your school's special education program.

All of my SOI kids are also in Resource or Title I.

I specifically did not refer my resource kids to SOI to give a chance for not-serviced kids.

I have one life skills kid—I had a long conversation with our special ed teacher, and she pushed me to SOI because she thought it went along well with what the student was doing.

All of the recommendations for SOI came from the special ed teacher. It wasn't clear if we could make recommendations at first. Then we said, 'can we do this?' Now, we're recommending kids for SOI.

#13: What has your school done to assist your students in preparing for the state benchmarks standards? What is your view of the contribution the SOI modules make in preparing your students to meet the benchmark standards?

Math problem solving skills—math is a big issue in benchmark standards.

There's a big problem in our school related to self confidence. SOI is building in kids that confidence that they can learn and produce. Gotten basis not otherwise felt for doing the benchmarks.

SOI aside, it's a good tool—any tool is valuable. But it's like having 'you can lead a horse to water but you can't make them drink.' It's tough to tell. SOI, or . . .

The activities in SOI are valuable for students needing strengthening in areas. Making connections between words; letters. I have seen improvements. Had one student move from way below to being on grade level.

I observed some of my children: it helps them to have tools to interest them.

A couple of mine, too, who are not readers. One's eyes don't work right together. Got help—glasses, too, now. SOI teacher helped him a lot. If he hadn't had done SOI . . .

Overall it's helping them to improve, but it's going to be a few years. Their still going to be a few years behind. Hope by the time—in 2 years, when they're in the 5th grade, if SOI continues it'll be the difference.

We have a school wide reading program where 3 adults go in with the children to read. Also got a program for getting the Ks into reading.

We have a program where kids listen to each other read. Also have OASIS program where volunteers come into read with individual kids.

District calls for quality—to help kids not making it to make it. Innovative. Also use EAs to get around to kids not meeting benchmark standards.

We have an action research grant this year. Also gave test skills to see if kids meet benchmarks. But we did lots of testing.

We have a summer school program for our kids, and early release days to teach for scoring. And we put assessment kits together.

Our Title I teacher has a summer reading program.

#14: What effects have you observed that you feel can be attributed to the SOI program? Prompts: Can you describe any noted specific effects on

- ***the academic performance of the other students in the school?***
- ***behavior outside the classroom, at recess, at lunch, and before and after school?***
- ***behavior in the classroom, what effects have the SOI modules had on the behavior of your students?***
- ***students' school attendance?***

Like I said before, reversals have been taken care of. Coordination. I had a student with poor coordination which has improved a lot. I attribute it to SOI.

I talked to a teacher of a 2nd grader who had a speaking problem, who is now doing well. Was really jittery nervous; now doing well. The teacher attributed it to SOI.

I had one who couldn't complete any work. Unintelligible speech. Would raise her hand and then say, 'I forgot.' She goes to speech and OASIS besides SOI. But she's really improved. But then, I have a boy who goes to SOI, who suddenly became belligerent.

I have one ADH ADD who's had a one-on-one tutor all his academic career. Now, next year we don't think he'll need one. But who gets kudos? His parents graduated from AA; he is serviced in other programs; he does SOI; he's a year older . . . hard to know which one to attribute gains to.

#15: What comments/communication have you received from parents or other community members about the SOI Program?

I have 6 kids, and I haven't received any. Heard positives--kids enjoy going. But no further information.

I've had positive communication from parents and SOI kids. One parent heard her son was doing better; I got print outs, and she was happy it was down in writing.

I have one real excited. Think their kid has improved a lot.

I have one who thinks it's a 'God send,' the one thing the child needed. Print out showed specifics; nailed the problem of hand/eye coordination, tied into the initial diagnosis. They've done things to address the problem.

Our Lab had an open house, the room's available, and she's there to answer questions. As far as parent comments I haven't received any.

We sent out a parent survey. It was positive. One parent said it was what had changed their 4th grader.

A primary student is having anxieties as he's not able to go to SOI when school's out. He really likes it.

Our kids watch the clock, then run the 400 meter to Lab.

Ours miss PE and music.

#16: What is your perception of your colleagues' views of the SOI Program?

Our SOI Specialists in the Lab sent out a rating. I thumbed through the comments. I have to say (K-6) most was very positive--most of the 3rd/4th grades, and some 5ths, on a scale from 1 to 5. It was positive for the whole building.

I also reviewed the survey comments—the SOI lab showed them to me. For the most part they were agreeable; teachers had positive comments and results. I asked around to colleagues, as well.

Our atmosphere is quite positive. Generally, everyone is enthused.

At our building it's a mixed bag. But we have 4 new teachers. One isn't getting through the modules like needed. Some have seen some positive things for kids come out of it, but, you know, some take 45 minutes. If people are going to complain, it's the time.

We were told the modules were going to take a lot less time than they do. The staff doesn't like being told one thing and then finding out it's another.

The stack keeps piling, then nothing goes off the end.

The amount of time.

What do we give up?

Sanity.

Art.

Fun things.

Fun, but important—valuable.

That's what most teachers say about benchmarks—have to do only benchmark things.

The other grade teachers in our building are supportive of the kids going to Lab, but really don't care if they see another module. But these are the teachers doing the benchmarks, and they don't see the connection between the modules and the benchmarks. But the primary teachers are focused on sequencing and such.

In one year you can't see the proven value.

In our building the Lab teachers are effective. They're called the "SOY" ladies.

We're tied as 3rd grade into benchmarks—very accountable to benchmarks. In addition to this getting locked into the benchmark thing it [modules?] stands pretty low.

I knew I was losing it when I walked through the hall and saw the 2nd graders at work and though, 'aren't these people working toward the benchmarks?'

We're not trained to meet benchmarks. We're trained to teach kids. It irritates me to be forced to benchmarks.

After so many years I've seen so many things come and go. I'm wondering if SOI is another of those. In my mind I wonder if the benchmarks is one of those.

I think we're forgetting children. I say to my children, take time out of the day to daydream—use their imagination. They look at me like, 'eh?'

#17: What advice would you offer to a classroom teacher in a school that will be implementing the SOI Program next year?

Adequate training—exposure. A Chance to be brought into the dialogue. Be familiar with the language/terminology.

Be aware that when they say 20 minutes it can't be 20 minutes.

Be prepared to whole-staff debrief. Prepare time to talk about that.

Buy kids into it with an assembly, so it's not just another thing . . .

. . . so kids know what they're doing with the modules.

Kids and the school need to be informed.

Keep positive about it; something good is going to come. Attitude is important.

#18: Please talk about your greatest challenge in implementing the SOI modules in your classroom.

The managing of paper work and keeping track. If it happens next year I've heard talk about binding the notebook—a whole notebook instead of modules. That would be more manageable. It's a lot of paper.

Finding the best chunk of time to administer—to put this huge puzzle together. It's a few weeks before it can be settled.

Then, it changes.

Ditto.

Ditto.

To get around and read all those modules.

Some of the modules are hard to explain. I know it's against the SOI law, but I made OHs to model. That's the only way to do it.

The pages are really busy, especially for 1st graders.

There's not one paper we can copy, or anything. Their sticking with a very strict copyright law.

So much small print that kids don't need to have. The teacher instructions are confusing.

Some instructions have been really difficult for me. I may modify as I go.

They need to be written in student language. They'll try to read them. They're like tax forms.

#20: In your view, what has been the effect(s) of having the SOI Program in your school?

Getting for some kids some much needed one on one in Lab. And extra help.

Ditto on the Lab part, but the modules I don't know.

With more training we might do a better job with the modules. I think if we could do activities similar to what's in Lab, instead of just pencil and paper.

Would be nice to get up and do something physical.

The Lab stuff is expensive.

A couple of the teachers in our school are saying if this is so valuable, why is not this type of thing in teacher training in college? I mean, a private company coming into the schools is scary.

A few years ago we had a "perception" program. It had equipment, too.

One of our K teachers also commented that was similar to the SOI stuff.

Seen similar things, for example, in obstacle courses in PE.

Well, PE teachers are gone. You have a PE teacher?

Why don't we see SOI type programs more generally in education?

It's a cycle.

I think a lot of schools are concerned about public relations. For public to see kids jumping on trampolines, tracking beads on a string—they think, 'why aren't kids at their desks reading and writing?' People balk at those kinds of things, like PE, or music, or fine arts. They don't see the value or connection.

(consensus around public expectations.)

It's a money issue.

Some professional communities are saying it's bunk. Not buying in. I disagree, but I think it's one of those many things that has helped my kids this year.

#21: Would you like to see the SOI Program continued? Why or why not?

I would. The modules in my classroom are not painful. Some teachers in my building would strangle me for saying that. But I would like to see it continued—I see it as a positive thing.

I've struggled with the modules; it hasn't been fun; I haven't been able to see the value in it. But I think it's too early. I would like to see it continue and see what it can do.

Definitely like to see it continued.

It's good to see kids continue.

One year's not enough to judge.

If something came through my classroom that even helped one kid, I'm for it. The Lab has helped 3 of my kids.

Lab is good. If I had to choose I wouldn't do the modules. I would send kids to Lab. Because of its expense I don't know if it has benefits. I'm not against it, but when you're talking about 75 thousand dollars, it's a real expensive program.

Subjective though, too. If it goes another year we may see results.

What bothers me then is there's not a standard. How will we ever be able to judge? Teachers who don't like it and don't really do it, how's that going to show?

SOI should be getting us back our feedback.

It should be part of the SOI people's job to be looking at the modules.

Appendix 8:

Teacher Comments on "Teacher Satisfaction [w/ SOI Modules] Survey"

Mid-point, 1998-99 school year

Comments

✓ too much teacher direction; I'd prefer lessons not be collated

✓ had trouble getting some modules completed; some ratings depend on module

✓ some ratings depend on module

✓ "ease of use" entirely dependent on module; I think it is improving self-esteem, but too early to tell if its contributing to their learning; I haven't noticed any/many changes [re behavior] (I'm hoping) yet!

✓ I have not noticed any changes in academic or social behaviors in any students

✓ I would have felt better waiting until Spring to do this evaluation

✓ too hard to generalize the questions below; some modules too easy, some too difficult because I have so many nonreaders; many were interesting to watch as children progressed

✓ "enjoyable to teach" depends on module; "helpful for my students' learning generally" also depends on module; disabled students were at frustration level

✓ the children don't seem to mind doing SOI--mostly I don't mind doing it either; so far I haven't seen any actual positive or negative outcomes--perhaps it's too early; I think it does give good practice in listening & following directions & eye/hand coordination

✓ writing portions have been problems; re students' learning: half and half; re behavior: experience frustrations

✓ teacher can't find the time to do the packets; this is the reason for #1 & #7 response

✓ the above scores are only pertaining to the packet of daily work we complete; this is not a grade or score regarding the SOI teachers or classroom

✓ Time! It takes lots. I am also new to the 4th grade so I do not know how this age will change during the year. So I don't know how much change can be attributed to Bridges.

✓ I did not feel the creativity module was helpful--but the children had fun. The units dealing with memory & sequences were the ones I noticed the greatest growth in the children. The classification one was too long & involved.

✓ some need better teacher directions; does not allow for different teaching styles or changes to meet classroom dynamics; most of them [enjoyed by students]; no evidence of this [helpful for learning]; only if you work with them one-on-one [learning disabled] frustrating otherwise; no evidence of this [behavior]; with all of the state benchmark requirements this loss of time to meet these goals concerns me--especially since I teach in a benchmark year.

✓ we have no data to show if it is helping.

✓ I really support the SOI Lab, but the in-class modules are too much. I'm concerned about the loss of academic instruction time due to the length of each module.

✓ It is really hard for them [re behavior]. It takes so long and most need directions explained. I've even had to make overheads to explain.

✓ The content in the SOI packets is so confusing to students. It is difficult to explain and takes 30 minutes a session. The SOI packets are more easily done in small groups than as total class at one time. This means I must have an adult to assist with pull out. My students get frustrated often by the tasks at hand, or rush through because it's nonsensical to them. The students do receive practice listening, waiting, following directions. The students who are the lowest performing need the most assistance/direction to complete the tasks. The packet work has not helped behavior problem students; they also need close monitoring. I am not happy with SOI work packets; the lab may be beneficial.

✓ The lab runs a wonderful program but the modules don't seem to be beneficial.

✓ I have seen great improvement in the students I send to the lab. The in-class modules have been great, except that there were a few too many words on the 1st grade activities too early in the year. I feel that it is extremely beneficial to all of my students. My only regret is not being able to have all of my primary kids served in the lab.

✓ Students really look forward to lessons; pull-out students: 1) 1 boy has really settled down in class, 2) 1 girl stays focused on class work and completes most assignments; as a teacher I am thrilled with the lessons and the areas being covered.

✓ I have seen some great results in my students' handwriting (whole class) and my lab students. My lab students have greatly increased their ability to sit and work on something at their desk

End, 1998-99 school year

Comments

✓ Many pages were too advanced for these [learning disabled] students.

✓ My students do not enjoy the modules for a number of reasons. First, students find the repetition boring. Also, my students like to have feedback on how they did on an assignment. The SOI work is not corrected and returned. This really upsets my students. There is no place on the report card that shows SOI results. This also bothers them. The lab has been successful for my five students. Their ability to focus has shown improvement. I support the lab part of the program. I've seen positive results.

✓ Sometimes they LOVED modules, other times not. I enjoyed working with M and C . . . I felt pressured by state CIM/benchmark 'stuff' to delete SOI . . . My students who went to lab improved in focus and attention span.

✓ All materials are prepared; an assistant--what more could a teacher ask? "The SOI modules are particularly helpful for my learning disabled students": listening/following directions/working carefully . . .

✓ [helpful for my learning disabled students]--I only disagree sometimes--it's their reading that slows them down.

✓ Some students acted out when they had difficulty with a particular module.

✓ Some [modules are enjoyable to teach]!

✓ Some "modules are easy to use".

✓ [Easy to teach; enjoyable to teach; and/or enjoyed by my students]--depended on the module.

✓ [easy to use, enjoyable to teach, and enjoyed by my students]: modules vary and response tends to be different from module to module.

✓ Some modules "are enjoyable to teach; enjoyed by my students."

✓ I wish that there was provision to evaluate individual modules. Some were too difficult; others were fun and easy for students. My marks indicate my overall impressions.

✓ "The SOI Modules are helpful for my students' learning generally"--need feedback/scores to know this.

✓ Don't know how to evaluate [whether or not] "modules are helpful for my students' learning generally."

- ✓ I found them to be very time consuming.
- ✓ Some were too hard "for my learning disabled students."
- ✓ There are so many variables in the Kindergarten experience. It is difficult to measure the impact of SOI or attribute student growth to only the SOI factor.
- ✓ Depends on the module if "enjoyed by my students." Unknown if "helpful for my students' learning generally." Too hard for [the learning disabled] student.
- ✓ ".... enjoyable to teach" most units.
- ✓ The first modules were useful for fine motor skills and following verbal directions. It seemed really illogical that the modules became less difficult later in the year! (I am referring to the alphabet shapes.) LOCAN was interesting but extremely difficult for most students. To sum it up, I would say that more work needs to be done designing Kindergarten modules. The first 4 or so were fine, LOCAN too busy and complex, and the large alphabet shapes too easy. (These would have been best at the beginning.)
- ✓ Evaluation for packets and classroom participation in SOI room should be separated. 'Unknown' needs to be added to scale.
- ✓ This [survey] is hard to isolate as some units are radically different than others.
- ✓ Vocabulary--labeling of pictures was meaningful, but matching was not good instructional practice (out of context) and not at all motivating for students.

Appendix 9:

Case Studies

As part of the Structure of Intellect (SOI) Program evaluation, in-depth case studies were conducted on students from eight of the sixteen schools that participated in the 1998-1999 SOI Program, while follow-up studies were completed on five of the six students who participated in the original study. The purpose of the case studies was to provide a perspective on the program from the viewpoint of a sample of selected individual students.

Each of the target schools in the study for the 1998-1999 school year was asked to select a student using the following criteria:

- a student involved with the SOI program, who is from the third grade or from the fifth grade

and

- a student identified as requiring special education and currently receiving special education services

or

- a student at-risk for being referred for special education services

Data were gathered on the eight students from eight schools. Each student was observed in different settings, interviews were conducted, and a file review was completed.

Follow-up data were gathered on the initial schools in the study. This included an observations of each student in different settings and interviews. Five students from the initial study continued for the 1998-1999 school year. One student did not complete the study because she moved from the school district.

Table A9.1 illustrates the data collected. Table A9.2 provides a summary of SOI Impact, followed by a narrative written about each student. At the end of the section is Table A9.3, a calendar of visits to the case study sites.

Table A9.1: Case studies information Summary

variables		Adrian	Vale1	Vale2	Gray1	Gray2	Bear Creek	McGovern	Milner Crest	Rhododendron	Sweetbriar	Thurston	Waldport	Whitworth
School individual data	**Gender**	F	F	M	F	M	M	M	M	M	M	M	M	M
	Grade	3rd	2nd	5th	3rd	5th	3rd	5th	5th	5th	3rd	5th	3rd	3rd
	Age	9-1	10-1	11-10	9-11	11-2	10-0	11-1	11-2	11-7	9-11	12-5	9-11	9-5
Academic Issue	**Reading**	Yes	Yes	Yes	Yes	Yes	Yes	Yes	No	Yes	Yes	Yes	Yes	Yes
	Written Language	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
	Math	Yes	Yes	No	Yes	No	No	Yes	No	No	No	Yes	Yes	No
Special services	**Resource room**	Yes	No	Yes	Yes	Yes	Yes	Yes	No	Yes	Yes	No	Yes	No
	Title I	No	Yes	No	Yes	Yes	No	Yes	No	No	No	No	No	Yes
	Speech/language	No	No	Yes	No	Dropped	Yes	No	Yes	No	Yes	No	Yes	No
	Counselor	No	No	No	No	No	No	No	No	No	No	No	Yes	No
	SOI	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
English as Second Language	**ESL**	No	No	No	No	No	No	No	No	No	No	No	No	No
Self Concept (estimated)	**Parent report**	nr	nr	nr	Some probl.	Impr.	nr	Weak, impr.	Okay	Okay	Okay	Weak	Weak	Good
	Classroom Teacher report	nr	Poor	nr	Impr.	nr	Weak	Weak	nr	Good	nr	Weak	Weak	Good
Classroom behavior	**Attending compared to two peers**	83%	72%	100%	100%	80%	100%	90%	100%	100%	65%	20%	35%	75%
Other Information	**Retained**	No	Yes	No	Yes	No	Yes	No	No	No	Yes	Yes	Yes	No
	On medication	Yes	Yes	No	No	No	No	Yes	Yes	No	No	No	Yes	No
	Attendance	Good	Good	Good	Good	Good	Good	Good	Good	Good	Good	Good	Okay	Okay
Forms	**Parent permission**	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
	Parent	Sp'98	Sp'98	Sp'98	Sp'98	Sp'98	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
	School	Sp'98	Sp'98	Sp'98	Sp'98	Sp'98	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Copies	**SOI plan**	No	No	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
	IEP	N/A	N/A	No	Yes	Yes	Yes	Yes	N/A	Yes	Yes	N/A	Yes	N/A
File	**File review, '98-'99**	No	No	No	No	No	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Observations	**Classroom**	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
	SOI Lab	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
	Playground	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
	SOI in class	No	No	No	N/A	N/A	No	No	N/A	No	No	No	No	No
	Title I	N/A	No	N/A	No	No	N/A	No	N/A	N/A	N/A	N/A	N/A	Yes
	Resource Room	No	N/A	No	No	No	No	No	N/A	N/A	Yes	N/A	Yes	N/A
Interviews	**Teacher**	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
	Parent	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
	Student	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
	SOI Specialist	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
	Resource Room Teacher	No	N/A	Yes	No	No	Yes	Yes	N/A	No	No	N/A	Yes	N/A
	Title I Teacher	N/A	No	N/A	No	No	No	No	N/A	N/A	N/A	N/A	N/A	No

Table A9.2: Summary of Impact

Case	Self Concept				Academics				Behavior				Other				Other Impacted Areas
	Teacher	Resource Room	Parent	Student	Teacher	Resource Room	Parent	Student	Teacher	Resource Room	Parent	Student	Teacher	Resource Room	Parent	Student	
Bear Creek, 3rd IEP	+	nr	nr	nr	nr	nr	nr	nr	+	✘	+	+	+	nr	+	Nr	Parent: confidence; Teacher: organization and listening
McGovern, 5th IEP	nr	nr	>	nr	+	+	>	nr	+	+	>	--	nr	nr	✔	nr	
Milner Crest, 5th IEP	nr	0	NP	nr	+	0	NP	+	✘	0	+	nr	+	0	+	nr	Teacher: organization, integration; Parent: sensory
Rhododendron, 5th IEP	+	NI	NP	nr	NP	NI	NP	nr	>	NI	>	+		NI	+	nr	
Sweetbriar, 3rd IEP	+	NI	NP	nr	nr	NI	+	nr	>	NI	>	+	+	NI	+	nr	Parents: vision, confidence; Teacher: confidence
Thurston, 5th IEP	--	0	nr	nr	--	0	+	nr	--	0	+	--	nr	0	nr	nr	
Waldport, 3rd IEP	+	nr	+	nr	+	nr	+	nr	+	✘	+	+	+	nr	+	nr	Teacher: effort, behavior, social skills; Parents: confidence, social skills
Whitworth, 3rd IEP	NP	0	NP	nr	+	0	+	nr	✘	0	+	nr	+	0	+	nr	Teacher: effort, social skills, eye control
Second Year Cases																	
Adrian, 3rd IEP	✘	0	nr	nr	nr	0	nr	nr	0	nr	nr	--	+	0	+	nr	Parent: motivation; Teacher: motivation; PE: encouragement
Gray 1, 3rd IEP	+	nr	+	nr	nr	nr	+	nr	+	nr	+	--	nr	nr	+	nr	"discovered root of problem"
Gray 2, 5th IEP	+	nr	+	nr	nr	nr	+	nr	+	nr	+	✘	nr	nr	+	nr	
Vale 1, 2nd IEP	nr	0	nr	nr	nr	0	+	nr	+	0		+	+	0	+	nr	study skills
Vale 2, 5th IEP	nr	nr	nr	nr	nr	nr	0	nr	✘	nr	✘	--	nr	nr	nr	nr	Parent: getting assignments done

KEY

+ SOI impacted	NP Not a problem
-- SOI did not impact	NI Not interviewed
> Combination of programs helped	✔ Wants student to have access to SOI Program in middle school
✘ Inconclusive	0 Does not apply
nr Not reported	

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Bear Creek Elementary School

HOME INFORMATION

Parent Form

The student's chronological age is 10 years and 0 months. He lives with his parents and two older siblings. Although the birth and developmental history was normal, prior to his birth his mother had to remain in bed for two and a half months to prevent an early birth. On his due date, labor was induced and he was delivered without incident. His birth weight was 7 pounds and 6 ounces. The medical history revealed that at his two week check up he had an ear infection. The first set of bilateral tubes he received was when he was one year and he had sets at three years, five years and eight years. His mother related that he probably had about a ten percent hearing loss in each ear. Other than allergies, the rest of his medical history was unremarkable.

At home, it was reported that he liked playing outside and building things. It was mentioned that he was very social and had many friends. His parents noted that he was not a discipline problem. He did **not** exhibit any problems with balance, throwing a ball, skipping; writing, drawing, buttoning; paying attention, concentrating, following directions, staying on task; or controlling his body when walking, running, or playing. The parents related that he had some difficulty with controlling behavior, while academically he had problems with reading, writing, and math. They commented that he was intelligent, had good common sense, and he was able to figure out and build projects, such as a tree house, by himself.

Interview

The student's mother noted that her son was still behind in reading, writing and math. She stated that he would not be on an IEP for speech next school year because he had been exited out of the program.

When asked about the SOI Lab, the student's mother stated that her son was "good at SOI, that he was at the top of his class." She added that SOI had "really helped him make great strides connecting the sides of brain for reading and math. He was at grade level for the first time in his life, well not at, but barely under grade level." She lamented that she wished her son could have been involved in the SOI Program when he was in the first grade. She wanted to make sure it was put in the report that she hoped her son could continue the SOI Program next school year.

SCHOOL INFORMATION

Background Information

The student was in the third grade and has attended Bear Creek Elementary his entire school career. He was retained in kindergarten.

The classroom teacher described him as having good self-control, good attention, excellent participation and cooperation. It was noted that he liked to answer questions correctly and be validated for them. He was described as being a slow worker but one who finished his work. Poor self-concept was noted in some areas of academic achievement. The teacher reported the student's academic skills were about one year below grade level in reading (word recognition and comprehension) and written language, including handwriting. He was identified in the fall of 1997 as a student with a learning disability and he was placed on an Individualized Education Plan (IEP) for reading. This school year, written language was added. He received 60 minutes of direct service per week from the resource room teacher. In addition, as a related service, he received speech therapy for articulation (i.e., /r/). He was in Title I until last year---the program service stopped for all students at the end of the second grade. In October, he was referred to the SOI Lab because his classroom teacher thought his fine motor skills needed improvement. He participated in SOI activities in the classroom and in the SOI Lab.

File Review

The student has always attended Bear Creek Elementary School. His current school attendance was good. An assessment report dated 7-97 in his file included results in the areas of cognitive and academics.

Observations

Classroom

The classroom consisted of 27 students. The students' desks were arranged in groups of four to eight desks. The student's desk was at the end of a group of eight. He was observed in the classroom during a math test and individual presentations of projects. He and two peers were observed for 17 minutes. The student was on task 100% of the time and each of the other two peers were on task for 94% of the time. During the math test the target student raised his hand to ask the teacher what one of the questions said. It was noted that when listening, at times, he had a thumb in his mouth.

Playground

The student was observed during the 15 minute morning recess. On the playground he stood with two boys from his class, then he walked around and watched two other boys playing on the basketball court. The rest of the recess time he spent in walking and talking with one or two peers. When the whistle blew, he wandered slowly into the school.

SOI Lab

The student was in the SOI Lab with many other students for a year-end celebration. He participated in the festivities with the rest of his peers. Throughout this time, he interacted appropriately with his peers and played appropriately on the equipment.

Interviews

Resource Room Teacher

The resource room teacher said that the student was doing better with reading and written language this school year. When asked, she stated that she could not attribute the gains to SOI.

Classroom Teacher

The teacher said the student's weak academic areas were reading and written language. She thought the student was good in math and excellent in social studies. When asked what impact she thought the SOI Program had on the student, she related that the student's self-concept had been weak in some areas but that these area had improved immensely. She attributed better organization skills and listening skills to the SOI Program. She noted that he had lately made great gains in reading, and that he was now at a beginning third grade level. She wanted to thank the SOI Program for all it had done for this student.

SOI Specialist

The SOI Specialist noted that the student was confident and, although he had good behavior, he was enthusiastic at times and had to be reminded to settle down. She described his social skills as good. He had made gains with his balance on several pieces of equipment and he now did consistently well with most of the activities.

Student

When asked about his day at school, the student related that he "goes to school, goes to recess, works, has lunch, works, has recess, works, has a snack, works, then the day is over and then he goes home." He said his favorite and best subject was "math", while his worst subject was "reading." He said although he had many favorite books, one of his favorite was "Animorphs." He was asked, "What is the best thing about being you?" and he responded, "I am fun." He said the best thing about the SOI Lab was the "year-end celebration and working on the trampoline", while the worst thing about the SOI Learning Lab was "the book you have to write in." He said being in the SOI Lab had helped with" reading, writing, and math."

Writing Sample

When the student was given a choice to write about his favorite animal or toy, he wrote the following about his favorite toy in two minutes and forty seconds:

I liki my small suiger (soldier) guy he is cool becuse he hase a bscw (bazooka) on hes Back. And he starts (stands)up by hes self

SOI Impact

The student's weakest academic areas were reading and written language. He was on an IEP for these areas, as well as speech. According to his mother, he will be dropped from receiving services in speech for the next school year. Each person who worked with the student concluded that he had made good gains in his weak academic areas. Both the student and his parent concurred.

When interviewed, the student noted that he thought the SOI Lab was helping him with his reading, writing, and math, while his mother reported the SOI Program had helped her son greatly with reading and math. The classroom teacher was in agreement with reading, but she added that listening skills and organization had improved because of the SOI Program. The resource room teacher could not attribute the academic gains to the SOI Program. In conclusion, the student had made significant improvement in his weakest academic area and all but the resource room teacher attributed the improvement to his involvement in the SOI Program in the classroom and in the SOI Lab.

McGovern Elementary School

HOME INFORMATION

Parent Form

The student's chronological age is 11 years and 1 months. He lives with his mother, stepfather, and an older sibling. The pregnancy history revealed that his mother had contractions at three months and needed to take medication and bed rest so he could be born full term. Since he was in a breech position, he was delivered by a planned Cesarean. After birth there was respiratory distress and he had to be taken to a neonatal unit at another hospital. He was on a respirator; he remained in the hospital five days. His birth weight was 6 lbs. 2 ounces. The developmental history ranged from normal (e.g., dressing self, walking) to late (e.g., sitting, first sentences). The medical history revealed that he had surgery at two month for pyloric stenosis. It was reported he had frequent colds which quickly went to high fevers. He had asthma and used an inhaler (Albuterol) as needed. His mother reported that he failed the vision test at school this year for depth perception and focusing. This would be checked by a vision specialist. The rest of his medical history was unremarkable.

At home, the student enjoys playing with Lego Blocks and video games. His mother noted that he was not always easy to manage and that he lost his temper easily. He often exhibited problems with throwing a ball, writing, paying attention, concentrating, following directions; staying on task, and controlling behavior.

Interview

The student's mother reported that because of her son's behavior (i.e., fighting) he had few friends, but she has seen an improvement in this area, as well as his self-concept. She credited the extra help he was receiving, as well as the good teachers he had at school. Academically, she saw improvement in reading. She commented that she thought he might have an attention deficit disorder. In 1998 he was found eligible for special education services and placed on an Individualized Education Plan (IEP) for academic skills. His mother thought that this, plus the SOI Program had really helped her son. She commented that she wished he had received help sooner.

When asked about the SOI Lab, the student's mother stated that she thought her son had positive comments about the program. She stated that the program, along with the aforementioned factors, were having a positive impact on her son. She said, "SOI has helped a lot." She commented that if anyone asked her, she would have her son in the SOI Program next school year if it was offered in middle school.

SCHOOL INFORMATION

Background Information

The student was in the fifth grade and he had attended McGovern Elementary School for four years. His school attendance was good. The classroom teacher described him as having difficulty with cooperating and that he could be argumentative and out of control with some violent tendencies. This was thought to be the reason he had few friends. In addition, she reported that he was easily distracted and frustrated in the classroom. She thought he had poor self esteem and that he was very self-critical. She reported that the student's academic skills were two to three years below grade level in all areas except science. His science achievement was about a year below his grade placement.

He received services in Title I. The student was identified as having a learning disability in the areas of reading, math, and written language in the spring of 1998 and he was placed on an Individualized Education Program (IEP). The IEP stated that he was to receive 45 minutes daily of service for reading and 60 minutes for math daily with the service happening in the classroom. Written language was to be serviced in the resource room 45 minutes daily.

He was referred to the SOI Lab in October, 1998 for poor academic performance, difficulty with remembering simple steps and information from day-to-day, displaying frustration when working on some modules in the classroom, problems with staying focussed on task, and problems following classroom procedures. He participated in SOI activities in the classroom and was in the SOI Lab for 30 minutes twice a week.

File Review

The student transferred from another school in the fall of 1995. His school attendance was good. He failed the reading test and passed the math test on the Oregon Statewide Assessment completed last spring. He received accommodations/modifications for the testing. His referrals to the office showed that for the 1996-97 school year he had twelve, in 1997-98 he had nine, and for the fall term of the 1998-99 school year he had four, with none in December.

Observations

Classroom

There were 23 students in the classroom. The students' desks were arranged mostly in groups of two, with the target student's desk being closer to the teacher's desk than most of the other's. He was observed in the classroom while he took part in a social studies research project that involved using the encyclopedia, and during a math lesson. He and two peers were observed for 29 minutes. The student was on task 90% of the time, and the other two peer were on task for 90% and 55% of the time, respectively. The target student needed help in finding a page and the teacher asked a peer to help him. The teacher had to guide him on what he was to do and during math he needed help as well.

Playground

The student was observed for about 15 minutes during the lunch recess. He was playing basketball with five boys in a covered area. He had a sucker in his mouth for much of the recess. When he was told by an aide to put the sucker away, he complied without incident. Once he threw the ball at another boy and hit him in the stomach. He played basketball about ten minutes then he joined eight other boys at square ball. When it was time to return to the classroom, he stood outside the room and waited until the last minute to go in.

SOI Lab

The student was in the SOI Lab with three other students. He was observed for 15 minutes working on the rocker board tossing the bean bag and following the directional arrows while on the trampoline. Then for 15 minutes he did the workbook. He worked rapidly, which necessitated him going back and doing some correcting. He had to be reminded to read the directions.

Interviews

Classroom Teacher

The teacher related the student's self-concept at school was weak, but it had improved since the beginning of the year. She reported that the student was more distractible than his peers and had poor impulse control. In addition, she added that he had difficulty keeping his hands to himself and saying the appropriate things. These behaviors were improving but were still a problem. Academically, social studies and math were his best subjects, while his weakest subject was written language. His reading was weak but improving.

When asked what changes had occurred in his behavior since starting the SOI Program, she replied that he did not get into as much trouble, and added that he use to be a bully but that had changed. When asked about SOI's influence on academic skills, she reported that he still had difficulty with writing and turning in written work, but his grades had gone up.

Resource Room Specialist

The Resource Room Specialist said that much of the Oregon Statewide Assessment had to be read to the student. She noted that he had a short attention span but that he did not seem as frustrated with academic skills as he was at the beginning of the year. She said that she had seen some academic improvement in the student and that, in general, she was "thrilled" with SOI.

SOI Specialist

The SOI Specialist related that the student had a poor self-concept, but it was improving and she gave the example that he no longer said that he was "stupid." His behavior and social skills were getting better; he was better at taking suggestions, had better anger management, and was accepting more responsibility.

Student

When asked about his day at school, the student said, "Pretty good, been doing fractions, multiplying, lot of things I don't know how to explain." He said that his favorite and best subject was "art." He said his worst subject was "English." He said his favorite book was "Deep Trouble" by R. L. Stine. He was asked, "What is the best thing about being you?" and he responded that, "I'm a good athlete, kind of." He said the best thing about the SOI Lab was, "If do good get a prize. It's fun cause you learn, but you don't even know it." The worst thing about the SOI Lab was "nothing." He could not think of any way the lab had helped him do better in school.

Writing Sample

When the student was given a choice to write about his favorite animal or toy, he wrote in cursive the following about his favorite animal in one minute, five seconds:

> *I like cats becaus ther cuet and fuy (furry).*

SOI Impact

Reading and written language were reported to be this student's weakest academic areas. He was identified and placed on an IEP for reading, math, and written language in the spring of 1998. He receive service in Title I. The student exhibited behaviors that caused problems in the school setting.

The student was referred to the SOI Lab in October, 1998. His classroom teacher, resource room teacher, and parent reported that the student had made improvements in academics, self-concept and behavior, to which the SOI Specialist concurred.

HOME INFORMATION

Parent Form

The student's chronological age is 11 years and 2 months. He lives with his parents and two younger siblings. At birth, vacuum suction was used to assist in the delivery. Although the delivery was difficult he did not demonstrate any problems at birth. His birth weight was 6 lbs. and 13 ounces. The developmental history ranged from early (e.g., talking) to late (e.g., tying shoes). He has been on Prozac, 20 mg. once a day, for depression and anxiety since September, 1998. In addition, he took medication as needed for allergies. His mother related that he was scheduled for a vision examination by an ophthalmologist at the recommendation of the pediatrician. In addition, this summer the student will be seen by a neurologist and psychologist at the Oregon Health Sciences University in Portland. The rest of his medical history was unremarkable.

At home, his mother reported that the student enjoyed working on the computer, reading, and drawing; at school he liked history and science. She said he was easy to manage and that he got along with his siblings. She also related that her son had difficulty with anything requiring athletics, organization, or focussing.

Interview

The student's mother described her son's social skills as good but a little "professorial" and she commented she had seen an improvement in this area within the last year. His self-concept was described as good. She said he struggled with anything athletic and had difficulty getting his thoughts into written form. She added that he had problems with math. Before he started on Prozac, she said he was excessively fearful and anxious.

When asked about the changes she had seen in her son since starting the SOI Program she indicate that the program had helped him with sensory integration. She thought the SOI Program had also helped him to work more slowly. Academically, she credited the SOI Lab with improving his writing.

SCHOOL INFORMATION

Background Information

The student was in the fifth grade and in his third year at Milner Crest Elementary School. This school year the school evaluated him for attention deficit disorder, but found his behaviors did not fit the criteria. In 1998, he was found eligible to receive services from the speech/language pathologist in the area of fluency.

The classroom teacher reported that the student's academic achievement ranged from fourth grade level for written language to sixth grade level for reading and listening comprehension. His behavior and attitude were described as being excellent. It was noted that for the most part he had a good self-concept. The areas that caused him difficulty in school included difficulty with organization, a slow work pace, and problems with staying on task.

He received services from the speech/language pathologist and the SOI Lab, but did not participate in SOI activities in the classroom as these were done while he was in the SOI Lab.

File Review
The student has attended one other school and transferred to Milner Crest in the fall of 1996. His attendance has been good.

Observations
Classroom
There were 29 students in the classroom. The students' desks were grouped in pairs. The student and two peers were observed for 31 minutes in the classroom during a social studies activity involving reading aloud and writing. The student was on task 100% of the time; the other two peers were on task for 100% and 81% of the time, respectively. It was noted that the student did not volunteer to read. At one point, he told the teacher that he was having difficulty writing full sentences.

Playground
The student was observed for 20 minutes during the lunch recess. The activities he engaged in included spinning himself around, walking with another student, and swinging. While swinging, he engaged often in conversation with the other students.

SOI Lab
The student was in the SOI Lab with two other students. He was observed for 30 minutes. He first worked in the workbook. During this activity he needed some help from the SOI Specialist and he needed a few reminders to keep working. Then he worked on the trampoline; he kept his eyes closed while bouncing . When the SOI Specialist commented on this, he said that some things distracted him and closing his eyes helped him. Then he got on the rocker board and tossed the bean bag. The last activity he did was the Brock String.

Interviews
Classroom Teacher
The substitute teacher, who had been in the classroom since February, concurred with the background information given by the classroom teacher. She added the student had good problem solving skills, but he had difficulty following through on tasks and often needed directions repeated. She said he tended to be quiet and shy. When involved in an academic activity, she said he liked to get things completed in the shortest amount of time using the shortest method, and then got frustrated if he had to redo the work.

When asked about the SOI Program, she thought it had helped him to focus on his school work and to be more organized.

SOI Specialist
The SOI Specialist related that at the start of the program the student was often frustrated, had difficulty with eye tracking, and sustaining focus but these areas had improved. She noted that although he had difficulty at first with activities requiring catching, he was doing better. She noted he interacted well with the school staff. She thought he did well with his peers, although

he stood out as being "different" which had some impact on his interaction with peers. She said he wanted to do well and had a good attitude.

Student

When asked about his day at school, the student said, "It was good. A little stressed out about work---took me lot of time to write out sentences." He said that his favorite and best subject was "history" and that there was no "worst" subject. He said that his favorite book was "Through the Looking Glass" and said he "liked Lewis Carroll." He was asked, "What is the best thing about being you?" and he responded, "I have more responsibility than my brothers." He said the best thing about the SOI Lab was, "getting to do physical activities", while the worst thing about the SOI Lab was " Nothing." When asked, he said the SOI Lab had helped him "concentrate better."

Writing Sample

When the student was given a choice to write about his favorite animal or toy, he wrote in manuscript cursive the following about his favorite animal in one minute and twenty seconds:

My dog Remmy. He's really cute. **
He sleepp with me at night.
I love him. (happy face drawn)

**He stopped here and he was encouraged to write more

SOI Impact

The student is taking medication for depression and anxiety. Academic achievement levels were not so much a concern as behaviors that impeded output. The student was said to have difficulty being organized, focusing, and with work pace. Behavior and self-concept were not problem areas for the him. He was receiving services for speech.

The student was not involved in the SOI activities in the classroom; he was referred to the SOI Lab in the fall of 1998. His substitute classroom teacher since February attributed changes in focusing and organization to the SOI Program. The student's parent thought SOI had helped her son with work pace and writing, while the student thought it had helped him concentrate. The SOI Specialist reported that the student had made steady progress in improvements with his frustration level, eye tracking, and sustaining focus.

Rhododendron Elementary School

HOME INFORMATION

Parent Form

The student's chronological age is 11 years and 7 months. He lives with his parents and one older sibling. The birth and developmental history was normal. His birth weight was 6 lbs 11 ounces. The medical history revealed that after birth he was in and out of the hospital because his eating pattern was poor. A physician labeled him as a failure to thrive infant. Later, this problem was tied to chronic ear infections and at nine months he had surgery for bilateral tubes, which seemed to alleviate the problem. He was diagnosed with asthma, which he "outgrew" by the time he was five years old. About six months ago, he started complaining of headaches. Last year the school and an optometrist, who did not prescribe glasses, recommended that his eyes be examined by a developmental optometrist. The rest of his medical history was unremarkable.

The student lives with his parents and an older sibling. At home, the student enjoyed building with Lego Blocks and playing on the computer. His parents said he was **not** a discipline problem nor did he exhibit any problems with balance, throwing a ball, skipping; writing, drawing, buttoning; paying attention, concentrating, following directions, staying on task; or controlling his body when walking, running, or playing. The parents said their son had difficulty in reading and spelling, and he had commented that when he looked at the print for very long it moved or he saw letters stacked on top of each other.

Interview

Parents

The student's mother noted that her son had a good overall self-concept, including reading. She noticed the reading problems in the first grade. She said he did well in math. His grades were reported to be As and Bs. She said that last year he failed all of the Oregon Statewide Assessments, primarily because he could not read the test.

When asked about the SOI Lab, the student's mother stated that her son was referred for reading problems. She noted that her son had said it was boring, but she thought that was because other activities were going on in the classroom. She added he had stated that it was fun going to the SOI Lab and recently he reported that he was working on things for his eyes. When asked if the SOI Lab was helping her son with reading, she guessed SOI was helping with the control of eye muscles needed for reading and that he did not lose his place as much when he was reading. She was not sure what impact the SOI Program had on her son's reading progress. She thought it might be a combination of the SOI Program and reading program.

SCHOOL INFORMATION

Background Information

The student is in the fifth grade and in his first year at Rhododendron Elementary School. The classroom teacher described him as having good behavior, a good self-concept in most areas, and as being emotionally mature. She reported that at the beginning of the school year his reading skills and written expression were below grade level. Currently, he demonstrated a problem with following directions and he worked at a slow pace, mainly, she thought, because he wanted to do well. He was identified in the spring of 1998 as having a learning disability and placed on an

Individualized Education Plan (IEP) for reading and written language. One hundred per cent of the service was delivered in the classroom. He participated in SOI activities in the classroom. In November he was referred to the SOI Lab because of weak reading skills and was in the SOI Lab for forty minutes, twice a week.

File Review

The student transferred from another school to Rhododendron Elementary School in the fall of 1998. His school attendance was good. A 1994 report on hearing and a 1998 report on vision reported that both were normal. The third quarter 1996-97 Progress Report read:

> "(The student) continues to improve his reading fluency, reaching 81 wpm. He worked hard on his project, producing a quality poster. (The student's) curiosity delighted us in all areas of learning. He has an easy smile, a kind heart and a wonderful sense of fun."

Observations

Classroom

The classroom consisted of 29 students. The regular classroom teacher was absent, so there was a substitute teacher who was assisted by an aide. The students' desks were arranged in groups of four. The target student's desk was near the teacher's desk. He was observed in the classroom during a writing activity and during the Renaissance Reading Program. He and two peers were observed for 23 minutes. The student was on task 100% of the time and the two peer were each on task for 91% of the time.

Playground

The student was observed during the 15 minute morning recess. It took awhile, but he was invited by five others to join them in playing wall ball. He seemed to have comparable skills to his peers when he was playing. When the bell rang, he lined up and went directly into the school.

SOI Lab

The student was in the lab with several other students. He did two physical activities (walking a narrow board and reading random letters while wearing red and green glasses, doing the Brock String). The teacher worked with him on the latter activity. Then he worked on a paper/pencil task in the workbook. For the ten minutes he did this task he attended 100% of the time, while two peers each attended 80% of the time. Throughout this half hour he put away equipment when he was completed with a task.

Interviews

Classroom Teacher

The teacher said his weak academic areas were reading and written language. She thought the student had difficulty doing multi-task activities. She noted that he had made great gains in his academic skills, with his reading improving about two grades and written language improving but not to the same degree. The classroom teacher commented that the student's self-concept was good except for in his weak academic areas.

When asked what impact she thought the SOI Program had on the student, she said although his reading had improved, she could not tell whether the improvement was the result of the Renaissance Reading Program, maturation, or SOI.

SOI Specialist

The SOI Specialist said the student's parents had wanted their son to try the SOI Lab instead of the expensive eye training recommended by a developmental optometrist. The SOI Specialist reported the student was always on task, was a hard worker, and had good social skills. She added, he tended to be quiet and shy. His difficult area in the SOI Lab was the trampoline basics.

Student 1

When asked about his day at school, the student related each activity he did during the day, including the activities in the SOI Lab. He said that his favorite subject was social studies. He related that his best subject was reading, while his worst subject was reading when he had to write about what he had read. He said that although he had lot of favorite books, one of his favorite was "The Cay." He was asked, "What is the best thing about being you?" and he responded, "I am good on the computer. " He said the best thing about the SOI Lab was that he liked having fun in there", while the worst thing about the SOI Lab was "having to lose PE." He said being in the SOI Lab had helped improve "my reading and my eye sight---my eyes are stronger."

Writing Sample

When the student was given a choice to write about his favorite animal or toy, he wrote the following about his favorite animal in five minutes:

My favoret pet is my cayman* because it is a reptile*and my favoret animals*are reptiles because they have shape teeth and are all over the place.

*asked to be spelled

He stated that he was not very good at writing.

SOI Impact

Reading and written language were this student's weakest areas. He was on an IEP for these areas, with services provided in the regular classroom. It was reported that the student had made great gains in reading this school year.

When interviewed, the student noted that he thought the SOI Lab was helping him with his reading and his eyes, while his mother reported she could not attribute the improvement to any one program but perhaps a combination of programs. The classroom teacher was of the same opinion.

Sweetbriar Elementary School

HOME INFORMATION

Parent Form

The student's chronological age is 9 years and 11 months. He lives with his parents and a twin sibling. Two older siblings are adults and live away from home. He and his twin were delivered by planned Cesarian because they were both in a breech position. After birth, there was some respiratory distress but it was not considered a major problem. His birth weight was 7 lbs 7 ozs. The developmental history was normal. The medical history revealed chronic ear infections from infancy until he was three years old. This school year, at the suggestion of the SOI Specialist, his vision was checked by an optometrist and he was prescribed bifocals for his vision. The rest of his medical history was unremarkable.

At home, the student enjoys playing games on the computer, while at school he enjoys drawing and physical education. His parent noted he was not a discipline problem, although he sometimes exhibited problems with paying attention, concentrating, following directions, staying on task or controlling behavior. The parent related that he had difficulty in reading and language, especially expressive language.

Interview

The student's mother noted that her son had an overall good self-concept. She said that it was important for her son to do things the "right" way and that he tended to put too much pressure on himself.

When asked about the SOI Lab, the student's mother stated that she thought her son was referred for concentration and attention problems. She stated SOI had definitely had a positive influence on him; she said that since starting the SOI Program he felt more confident in trying new activities, that he was not as rambunctious and that he seemed happier with himself. When asked if the SOI Program was helping her son with academic skills, she said he was doing much better; his reading went from first grade level to beginning third grade level. She thought the positive changes in academics were a combination of factors at the school. She commented that the SOI Specialist had been instrumental in her son getting his glasses, for which she was very grateful.

SCHOOL INFORMATION

Background Information

The student was in the third grade and he had repeated kindergarten. He had always attended Sweetbriar Elementary School. His school attendance was good. The classroom teacher described him as having some problems with self-control, being impulsive, and being easily frustrated, but she noted that within the last few months she had seen improvements in those areas. She reported that the student's academic skills in reading, listening comprehension, and written language were a year to two years below grade level. It was noted that he had lower self-concept. He was identified in the spring of 1998 as having problems in written language, expressive language, and articulation and he was on an Individualized Education Plan (IEP) for these areas. The IEP stated that he received 90 minutes a week of service for written language and 40 minute a week for expressive language. In September, he was referred to the SOI Lab because of his weak academic skills and problems with behavior. He participated in SOI activities in the classroom and was in the SOI Learning Lab for 30 minutes, twice a week.

File Review

Sweetbriar was the only school this student had attended. His school attendance was good. It was noted on a 9-98 report that he had a slight articulation problem with /r/ and /w/. The fourth quarter 1997-98 Progress Report read: "(The student) has made great progress and he has tried his best. I have loved having (the student) in class."

Observations

Classroom

The classroom consisted of 24 students. The classroom was an open classroom and it was wired with a system that allowed the teacher to amplify her voice. The students' desks were arranged in groups of three or four with the target student's desk closer to the teacher's than most of the other desks. He was observed in the classroom during a reading activity where he had to select a book and read it silently. He and two peers were observed for 27 minutes. The student was on task 56% of the time, and each of the other two peers was on task for 81% of the time. The target student wandered around the room and talked with peers. The teacher helped him find a book and he moved to a quiet area of the room to read.

Playground

The student was observed during the 15 minute afternoon recess. It was raining so he engaged in playing chess with three other boys in the cafeteria/activity room. When it was time to go back to class, he help put away the game and walked back to class.

SOI Lab

The student was in the SOI Lab with several other students. He was observed working on a paper/pencil task in the workbook. For the first 20 minutes he was engaged in this task he attended 65% of the time, while two peers attended 85% and 90% of the time, respectively. Some comments he made during the observed time were, "This is hard", "I need a piece of paper." Once the teacher helps him, he tended to concentrate better.

Interviews

Classroom Teacher

The teacher said the student's self-concept at school was weak and that he was his biggest critic. She thought his behavior was appropriate for his peer group and that his social skills were good, although she noted he had shown maturation since the beginning of the school year. She reported that the student had made great gains in his weak academic areas, with his reading improving about two grades. Written language was still weak, while math was a strong area.

When asked what impact she thought the SOI Program had on the student, she mentioned improvement in reading and self-concept in the area of self-confidence.

SOI Specialist

The SOI Specialist noted that the student would probably finish the program in the SOI Lab before the end of the school year. She noted that she had seen a big improvement in behavior since starting the program. She mentioned that the classroom teacher and mother had made comments about positive changes with the student.

Student

When asked about his day at school, the student said, "It's good." He said that his favorite subject was "math." He said his best subject was "playing at school", while his worst subject was "when he did homework." He said that his favorite book was "Keenen the Cow." He was asked, "What is the best thing about being you?" and he responded that, "I go to school." He said the best thing about the SOI Lab was the packets, while the worst thing about the SOI Lab was "nothing." He said being in the SOI Lab had helped improve " like my writing."

Writing Sample

When the student was given a choice to write about his favorite animal or toy, he wrote the following about his favorite animal in three minutes:

> ***My favorite * pet is acat. I get t***
> ***to pat my cat***

*asked to be spelled

SOI Impact

Reading and written language were the student's weakest academic areas. He had been on an IEP for written language and expressive language, including articulation, since June of 1998. Both his classroom teacher and parent reported that the student had made great gains in self-concept and reading this school year.

He was referred to the SOI Learning Lab in September, 1998. When interviewed, the student noted that he thought the SOI Learning Lab was helping him with his writing. His mother praised the SOI Specialist for suggesting that her son's eyes be checked and he now wears bifocals. The classroom teacher said the SOI program helped with the student's confidence. Both the classroom teacher and parent had reservations about attributing all the progress to the SOI Program, but nevertheless they had felt it had a definite impact on the student's school progress.

Thurston Elementary School

HOME INFORMATION

Parent Form

The student's chronological age is 12 years and 5 months. His father died when he was about five years old and he lives with his mother, who has remarried. He has a stepbrother who does not live in the home. The birth history was unremarkable with a birth weight of 6 lbs. and 8 ounces. The developmental history ranged from normal (e.g., dressing self, walking, talking) to late (e.g., tying shoes). The medical history revealed that from the age four to the present, he frequently had swimmer's ear. His mother said the school suggested he have his vision tested by a specialist, which she was planning on doing. The rest of his medical history was unremarkable.

At home, his mother reported that the student enjoyed drawing and playing Nintendo. She said that management was a problem as he often did not listen and/or comply. She noted he had difficulty sitting still. He often exhibited problems with understanding when others talked to him, paying attention, concentrating, following directions, staying on task; and controlling behavior. In the first grade the school suggested he might have an attention deficit disorder, but the physician who saw him did not concur.

Interview

The student's mother reported that her son had good social skills and had many friends, although he could be blunt which caused a few problems socially. She related that he had lot of difficulty focussing and that created problems for him with his academic skills. She thought math was his weakest area. When asked about his self-concept, she related that although her son thought he was the "hottest looking kid in school," he was insecure and unsure of himself.

When asked about the changes she had seen in her son since starting the SOI Program, she said he could sit down and listen better and he was taking on more responsibility. She added that he puts out more effort in school and seems to be understanding more. She said that he was getting better at writing, but she had not seen an improvement in math skills.

SCHOOL INFORMATION

Background Information

The student is in the fifth grade and this was his second year at Thurston Elementary School. He was retained in the first grade and he was found eligible for an Individualized Education Program (IEP) on 1-20-95, but was not eligible for services on 12-16-96. The classroom teacher for 1998-99 school year reported that he had high energy, used poor judgment in decision making and his self-management varied. Academically he was about a year below grade level in all areas. It was noted that he received a three on writing, 210 on reading and 201 of math on the Oregon Statewide Assessment completed in the spring of 1997. He received services from the counselor. He was referred to the SOI Lab in October, 1998 because of weaker academic skills and inappropriate behaviors. He participated in SOI activities in the classroom and was in the SOI Lab for 20 minutes twice a week.

File Review

The student had attended three other schools and transferred from another school in the community in the fall of 1997. His current school attendance was good. Last year his report card stated the following areas of concern: effort, complete assignments on times, complete homework, and be prepared and ready to learn. The school testing for vision for the 1997-98 school year was passed and the same for a hearing test done in October of 1994. He was referred to the office for warnings 12 times and had one suspension for the 1997-98 school year, while in 1998-99 he had fewer referrals than last school year.

ObservationS

Classroom

There were 26 students in the classroom. The students' desks were single but close to each other. He was observed in the classroom while the substitute teacher read a story and then during a social studies research project. He and two peers were observed for 20 minutes. The student was on task 20% of the time, and the other two peers were on task for 60% and 10% of the time, respectively. Some off-task behaviors the target student engaged in were talking with other students, getting up to get a drink of water, and sitting in the chair on his knee,

Playground

The student was observed for about 25 minutes during the lunch recess. He talked with several boys, grabbed a student and pushed him slightly, and talked to several girls. When the bell rang, he walked in with a group of eleven students, both boys and girls. He was one of the last students to walk into the classroom

SOI Lab

The student was in the SOI Lab with five other students. He was observed for twenty-five minutes. He checked himself out to go to the restroom then when he returned he worked on the trampoline and shapes for five minutes. The timer went off and he had to be told to turn off the tape player and mark the results down in the book. He then walked the board wearing the red/green glasses. He had to be reminded several times to slow down and do it right. He switched tasks to the workbook and he sat at a table with two other boys. At one point the teacher had to stand over him so he would stop hitting the paper with his pencil. When the time was up he went over to pick out a sucker, then he put on his shoes and returned to class.

Interviews

Classroom Teacher

The teacher related that although the student was "cocky", she thought this attitude probably covered a somewhat poor self-concept. She described the student as being athletic, but on the playground he needed to keep his temper in check. In the classroom he had difficulty staying focussed, but he attended well on activities he wanted to do. She commented that negative behaviors he engaged in included having a "smart mouth", using inappropriate language, and being non-compliant. She noted his referrals to the office had remained about the same for this school year. When asked if he displayed appropriate social behavior, she said he was good socially but sometimes he used poor judgment. She did not see him as having an attention deficit disorder. Academically, reading was a little stronger, while math was his worst subject. When asked what changes had occurred in the student's behavior, self-concept, social skills, and/or academics since starting the SOI Program she replied that, "Frankly, there had been no changes since he started the SOI Program."

SOI Specialist
The SOI Specialist related that the student had lot of difficulty following auditory directions and had a problem respecting others' space. She noted that he had some problems with depth perception and that his eyes watered after some of the activities. She said that since coming to the SOI Lab he realized he could focus and concentrate when he tried. She said he now spends less time sitting in the hallway and that he interacted in more positive ways with teachers. Academically, his reading fluency had improved and that he had the concept that he was a reader.

Student
When asked about his day at school, the student said, "Mainly socialized today. I guess I was way out of control today. I wanted to socialize." He said that his favorite subject was "PE." He related that his best subject was "art", while his worst subject was "math." He said that his favorite book was "Extreme Borders." He was asked, "What is the best thing about being you?" and he responded that, "I am real nice and funny person and I have lot of friends." He said the best thing about the SOI Lab was, "I get to do activities like the trampoline.", while the worst thing about the SOI Lab was "I would have to say some of the exercises are tiring." When asked, he could not think of anyway the SOI Lab had helped him do better in school.

Writing Sample
When the student was given a choice to write about his favorite animal or toy, he wrote in manuscript and cursive the following about his favorite animal in two minutes:

My ferret he always playfu and when
I get home he's always There to plaly with.
he's like a Brother to me.

SOI Impact

Math and written language were reported to be this student's weakest academic areas. Behavior was a problem area for him as well. He was identified and placed on an IEP for academic skills in 1995, but he was not eligible for service a year later.

He was referred to the SOI Lab in October, 1998 for academics and behavior. His classroom teacher saw no changes attributed to SOI and the student could not correlate improvement in school to the SOI Lab. The SOI Specialist and the parent reported that the student had made improvements in behavior and areas of academics that were attributed to the SOI Program.

HOME INFORMATION

Parent Form

The student's chronological age is 9 years and 11 months. He lives with his father and stepmother in a blended family that includes eight children. The father reported that the birth and delivery were normal and that his son weighed almost 10 lbs. at birth. His language development was late and enuresis was reported. The other developmental milestones were reported to be normal. The student's medical history revealed Tourette syndrome (motor and verbal tics), attention problems, anxiety/fears, some oppositional behavior, and post traumatic stress syndrome. (This information was reported as well in a November, 1998 report from Child Development and Rehabilitation Center at the Oregon Health Sciences University.) Currently, the student was taking Adderal and Paxil. His father reported that the student had a poor sleeping pattern, often waking, and a lack of appetite. The rest of his medical history was unremarkable.

At home, it was reported that the student enjoyed doing crafts, playing with action figures, and watching videos; while at school his father thought the student liked math. His father said the student was not a discipline problem, but he sometimes had problems with the following: throwing a ball, skipping; controlling body when walking, running, or playing; understanding when others talked to him; paying attention, concentrating, following directions; staying on task; controlling behavior; and following household rules. He also had trouble with writing, and drawing.

Interview

The student's father said his son had a weak self-concept. He said he was worried by his passive/aggressive behavior and his other disorders. He stated that he was concerned about his son's potential and his future.

When asked about the SOI Lab, the father stated that it was a joint decision between the school and home to refer his son to the SOI Lab. He said that since starting SOI Program the student's self-concept had improved greatly; that he had taken on the attitude that he could do things. He had not seen a difference in behavior. He thought there was a great improvement in his son's social skills. He related that reading and writing were better and that overall his academic skills had picked up. He added that his son's improvements overall exceeded their (the family and the schools) expectations.

SCHOOL INFORMATION

Background Information

The student is in the third grade and has attended Waldport Elementary School since fall, 1998. This was the third school that he had attended. He repeated the second grade. His school attendance was good this school year. His academic performances were all at the first grade level, except for math. The student was tested on the **Key Math Diagnostic Test** in fall, 1998 and the results showed his skills at grade level. He qualified for speech/language services in 10-95. He was identified as having an emotional disturbance in 6-97 and a learning disability in 10-97. Currently, he is on an Individualized Education Program (IEP) with his primary disability being a learning disability in the areas of reading, math, and written language. He received services for those areas, as well as for behavior and speech/language. Instruction was for 120 minutes a week for reading and the same for written language. Services for math were 90 minutes a week, behavior was 30 minutes a week, and speech/language was 40 minutes a week. He did the SOI modules in the classroom and was referred to the SOI Lab for behavior and attention in September, 1998.

File Review

Waldport was this student's third school. A vision report from the 1997-98 school year showed no problems and a report on hearing in 1995-96 revealed normal hearing at that time. For the 1995-96 school year he missed over four weeks of school, but his recent school attendance was good.

Observations

Classroom

The classroom consisted of 26 students. The students' desks were round tables with cutouts. There were seven tables in the room. The target student sat at a singular desk next to the teacher's desk. The teacher said the placement of the desk was the student's decision. He was observed in the classroom during a lesson where the teacher corrected sentences at the board. The activity required listening, looking, and participation. He and two peers were observed for 20 minutes. The student was on task 35% of the time, and the other two peers were on task for 80% and 70%, respectively. The target student put things in his pocket and ate something he took out of his desk. He seemed to be in his own world and did not attend to what the teacher was saying. When the teacher asked him to look up at the board and listen, he did.

Playground

The student was observed during the 15 minute afternoon recess. He spent the entire time by himself playing at the edge of a ditch. He was on his knees, leaning over the ditch looking at and playing with "white, stringy stuff." Several children walked near him, but he ignored them.

SOI Lab

The student was in the SOI Lab with several other students. He was observed working on the bean bag toss and working on the trampoline. Then he worked on the workbook. Throughout his time in the SOI Lab he kept his coat on.

Interviews

Classroom Teacher

The teacher said the student's self-concept at school was weak, but it was getting better. She stated that his behavior was not appropriate for his peer group and when he did not get his medication he had to go home. She related that the student did not interact with other students. His academic skills were below grade level, with reading about a year and a half below grade level and he had great difficulty with writing. In fact, she reported, that on the Oregon Statewide Assessment he could only copy the prompt on the test. She said that math was his best subject.

The classroom teacher reported the student exhibited little self-control in the classroom and that he played with anything that would distract himself from his work or he would roll on the floor.

She said he had difficulty following directions and with understanding and expressing himself. She noted that he isolated himself and did not interact with others. The only work he did in the classroom was the packets supplied by the special education program. She noted the student was very withdrawn. She reported that he had been placed on a behavior contract to monitor his behavior in the regular classroom. She noted he worked best in small groups with direct teacher contact and she added that he could be passive-resistant.

When asked if the SOI Program had an impact on the student's self-concept, she gave an emphatic, "yes." She relayed that everything, behavior, social skills, and academics had all improved. She said he tried more and appeared to feel safe. She added that he had come the farthest of all of her students this year and that this, in part, had made her a believer in the SOI program.

Resource Room Teacher

The resource room teacher reported that the student was making steady progress. She said he was doing more work in that setting, that he talked more, and seemed more comfortable, even taking his coat off.

When asked about the impact of the SOI Program on the student she related that it was a great program. She acknowledged that something was making a difference with him, but she thought there were too many factors to say that it was SOI.

SOI Specialist

The SOI Specialist noted that the student would probably finish the program in the SOI Lab before the end of the school year. She said she had seen a big improvement in self-concept since starting the program. She mentioned that the classroom teacher and father had made comments about positive changes with the student.

Student

When asked about his day at school, the student said, "It's good today." He said that his favorite and best subject was "math." He related his worst subject was "reading." When asked what his favorite book was he said he did not have any. He was asked, "What is the best thing about being you?" and he responded that, "I am a kid." He said the best thing about the SOI Learning Lab was "quarter turns and half turns", while the worst thing about the SOI Learning Lab was "saccades." He said being in the SOI Lab had helped improve "my reading and math."

Writing Sample

When the student was given a choice to write about his favorite animal or toy, he wrote the following in two minutes:

> ***I Like *my dog namede charle***
> ***and I like my cate namde***
> ***scrile (squirrel) and I Like my touees (toys)***

*asked to be spelled

SOI Impact

The student had been diagnosed with several disorders and was on medication. He had issues related to behavior and his academic skills were weak, especially reading and written language. He was receiving special services for academics, language, and behavioral problems.

He was referred to the SOI Lab in September, 1998. His classroom teacher, parent, SOI specialist, and resource room teacher reported that the student had made great gains in different areas this school year. Improvement was seen in self-concept, behavior, and academics, as well as self-confidence, social skills, and effort. Except for the resource room teacher, the student's improvement was attributed to SOI. When interviewed, the student said he thought the SOI Lab was helping him with his reading and writing.

Whitworth Elementary School

HOME INFORMATION

Parent Form

The student's chronological age is 9 years and 5 months. He lives with his parents and has one older sibling. His birth weight was 9 lbs 15 1/2 ounces. The birth and developmental history was normal. His medical history was unremarkable.

At home, his parent said he enjoys fishing, hunting, playing video games, and playing sports, while at school he likes recess, going to Title I and SOI. His parent noted that he was not a discipline problem. He sometimes had problems with writing; paying attention, concentrating, following directions; staying on task; and following household rules. The parent related that there was nothing that worried her about the student.

Interview

The student's mother reported that her son had a good self-concept and he had some problems with reading.

When asked about the SOI Lab, the student's mother stated that her son was referred for concentration and memory. She said that the SOI Lab was helping her son focus a little better. She said that the impact of the SOI Lab on her son's academic progress was some better marks on his report card and that he was reading more and staying on task better.

SCHOOL INFORMATION

Background Information

The student is in the third grade in his first year at Whitworth Elementary School. All of his academic skills were below grade level, with reading being the weakest and math the strongest. He received services in Title I for reading. The classroom teacher described him as having good behavior but sometimes not being focussed, speeding through his work without looking at accuracy, and having difficulty attending. He received a one day suspension from school in May, 1999 for threatening another student. In October, 1998 he was referred to the SOI Lab because of his weak reading skills; and problems with organization, memory, following directions, and self-control. He participated in SOI activities in the classroom and was in the SOI Lab for forty minutes twice a week.

File Review

The student transferred from another school to Whitworth Elementary in the fall of 1998. His school attendance was good. A 1998 report on hearing and vision showed that both were normal. Five misconduct referral forms were listed in the records from September through November in 1998.

Observations

Classroom

The classroom consisted of 29 students. The student's desks were arranged in groups of six. He was observed in the classroom during a seat activity. Some students were painting a color wheel, while others were doing paper/pencil tasks. The target student was doing the former. He and two peers were observed for 35 minutes. The student was on task 74% of the time and the other two peer were on task for 89% and 71% of the time, respectively. When the student was not attending, he was often talking to a neighbor.

Playground

The student was observed during the 15 minute morning recess. He joined nine boys who were standing in line waiting to play tether ball. He waited five minutes to play and while waiting he talked to his peers. When the bell rang he grabbed the tether ball and played keep away from three or four younger boys. Then he slowly walked back to the class by himself. While walking, he read an invitation to a party given to him earlier in the classroom.

SOI Lab

The student was in the SOI Lab with several other students. He started the workbook without any reminders. He began talking to a neighbor, which he did several times while doing the workbook. He did a physical activity (the balance board with the bean bag toss). For the fourteen minutes he was in the SOI lab he was on task 77% of the time. Throughout this time he put away equipment when he was completed with a task. He had to leave early to go to Title I.

Interviews

Classroom Teacher

The teacher related the student's academic skills were weakest in the areas of reading and written language. She noted that his comprehension, reasoning, and problem-solving skills were about a year below his grade placement. When asked, the classroom teacher commented she thought the student's self-concept was good and noted that his behavior was appropriate when compared to his peer group.

When asked what impact she thought the SOI Lab had on the student, she stated that he puts more effort into his academic work, had become more dependable and sensitive to how his behavior impacted others.

SOI Specialist

The SOI Specialist said student was focused when working and had good social skills. She reported that he seemed pleased with his progress in the SOI Lab and he had started offering to help in the SOI Lab.

Student

When asked about his day at school, the student related "school was fun." He said that his favorite subject was "art." He related that his best subject was "painting", while his worst subject was "lot of things." When he was asked to pick one, he said "math." He said that his favorite book was "Captain ..." He was asked, "What is the best thing about being you?" and he responded that" I ain't like anyone else." He said the best thing about the SOI Lab was "the paper work", while the worst thing about the SOI Lab was "writing, copying letters." He said being in the SOI Lab had helped improve "my eye contact on things."

Writing Sample

When the student was given a choice to write about his favorite animal or toy, he wrote the following about his favorite animal and toy in three minutes:

> ***My faveret anemol at my house is the three frog's and the 9 Pupy's and the fish and the cat's. My favret top (toy) at school is tetherball.****

*asked to be spelled

SOI Impact

The student had some behavior problems, while academic weaknesses were noted in reading and written language. He received services in Title I for these academic areas.

It was reported by the classroom teacher that she thought going to the SOI Lab had helped the student put more effort into his work. In addition, she noted that he was more dependable and more sensitive to the impact his behavior had on others. The student's parent thought the SOI Lab had helped with reading and attention. The student thought the SOI Lab had helped him with visual concentration.

Adrian Elementary School
Student 1

HOME INFORMATION

Parent Form

Student 1's chronological age is now 9 years and 1 month. She still lived with her parents and her four siblings are adults. She was on 300 mg of Lithium 3xs daily for bipolar disorder, which was diagnosed by a psychiatrist in September, 1997. Glasses were worn for reading The rest of her medical history continued to be unremarkable.

Interview

Her mother reported that her daughter's behavior was about the same as last year (sometimes had difficulty with paying attention, concentrating, following directions, staying on task; and controlling her body when walking, running, or playing), while her self-concept seemed to be good. The parent described her concern about her daughter's difficulty with understanding social groups. Students 1's parent related that her daughter's reading was good. She was a little slow when doing written language. She was doing better in math but had difficulty figuring out problems when the operations were mixed.

When asked about the SOI Lab, Student 1's mother stated that it seemed to help motivate and encourage her daughter. Last year, she knew little about the SOI Program, but this year she was more informed.

SCHOOL INFORMATION

Background Information

Student 1 was now in the third grade. The classroom teacher reported that the student's academic skills were below grade level, reading was between the first and second grade level. Written language was weak---the teacher stated that the student wrote like she talked, which was in long sentences with disconnected thoughts. Student 1 has always attended Adrian School with good attendance.

Observations

Classroom

Student's 1 classroom consisted of 16 students. The students' desks were arranged in groups of two or four desks. Student 1's desk was near the front door of the room. She was observed in the classroom during a timed reading task, a small group reading activity, and doing a make-up math sheet. She and two peers were observed for 23 minutes. Student 1 was on task 83% of the time (last year it was 75%) and the other two peers were on task for 70% and 87% of the time, respectively. During the observation she raised her hand several times to request help from the teacher. At one point, an aide attempted to help her do a math sheet to make-up work and the student said, "I don't want to do this." She had to stay in from recess to complete the paper and she "pouted", scooted the paper across the table, and rolled the pencil on the table. It was observed that she needed much help with the assignment and used her fingers to figure out math problems. She wore her glasses for math and reading.

Playground
Student 1 was observed during the lunch recess. She engaged in activities such as twirling around a pole, chasing another girl, and riding a merry-go-round with two boys and three girls. Throughout the recess the student had little expression on her face or much inflection in her voice. When the whistle blew, she went directly toward the school by herself, then a girl caught up with her and they walked into the building together.

SOI Lab
Student 1 was in the SOI Lab with one other student. She did three physical activities (raising arms in an up, down, left, right pattern while on the trampoline; being on the rocker board while tossing and catching a bean bag; and walking on a narrow board while wearing colored glasses and looking at and saying the letters). On the workbook tasks she seemed to be lost or disinterested in the task, and she needed extra prompting and assistance.

Interviews
Classroom Teacher
The teacher said that when the student encountered complicated tasks the tasks had to be broken down. She reported that the student needed much one-on-one teaching, although the student did not always know when she needed help. She noted that when the student had to do the Oregon Statewide Assessment for writing, she did not write anything on the first day because she could not think of anything put on the paper. She said the student's behavior included violent outbursts, taking offense easily, being snippy and moody. The teacher commented that even with the student's behavior, she had lot of friends and interacted well with adults.

When asked, the teacher was not sure how much impact SOI Program had on the student's academics. She noted the SOI modules in the classroom worked well for the student because they were hands-on activities and that method worked well for the student.

SOI Specialist
The classroom teacher from last year had recommended the student to the SOI Lab, partly because the student was having problems remembering thing. The SOI Specialist noted that Student 1 was making steady progress in the SOI Lab. She was doing well in the workbook activities, including the modules she did in the classroom. She noted that if the student did not get a concept easily, then she would get frustrated and want to give up. The specialist was not sure how much the student really challenged herself. One change she noted was that the student hardly got into any trouble, which was a change from previous years.

Student 1
When asked about her day at school, Student 1 related, "It was kinda hard, but easy doing plus math, art---and when I wear glasses for reading. I see big blurry when I don't wear glasses, letters turn big when I wear them." She said that at school she usually felt "sad" and, when questioned, she said "when people call me names." A picture book was her favorite because the book had pictures that helped to give her answers when taking a test---she said her favorite picture book was about the Titanic that showed how the ship was made. Her favorite subject was "art." The subject that she thought she was best at was "plus math", while "math" was her worst subject. When asked what the" best thing about being me.", she said it was "when taking a test"

and when asked about her response she started talking abut her puppy. She said the best thing about the SOI Learning Lab was "throwing up the bean bag" and" doing exercises, it gives me energy", while "the book" was the worst thing about the SOI Lab. When asked if SOI had helped with her school work she said, "Nah, hasn't helped with school work." Throughout this interview she smiled and interacted appropriately. She spoke in a soft voice that was sometimes difficult to hear.

Writing Sample

When Student 1 was given a choice to write about her favorite animal or toy, she wrote the following about her favorite animal in approximately five minutes:

My Puppy

My puppy is funny and her name is tasha *and she dus tricks thetricks *she dus is standon he feet and is souds like thare are one dog and on monkey thaking to gither she taks like a monkey when we wach a movie and she is in the cage sha sound like a monkey my mom and I we laugh *
becuase she dus soude like a monkey.

1998 writing sample:

My dog Plays with me a lot. She Plays tugofwar* with me it is fun.

*asked to be spelled

SOI Impact

Student 1 has been diagnosed as having a bipolar disorder and has been prescribed medication for this. Behavior continued to be a problem, but some positive changes have been noted, especially with social skills.

When interviewed, Student 1 noted that the activities in the SOI Lab gave her energy, while she stated that the lab did not help her with school work. Her mother reported that she thought the SOI Program helped her daughter with motivation, and the SOI Specialist commented that the student was making steady progress in the SOI program. The classroom teacher was not sure how much impact SOI had on the student's academics. It was inconclusive what impact SOI has had on her academic progress or other areas.

Gray Elementary School
Student 1

HOME INFORMATION

Student 1's chronological age is 9 years 11 months. She continues to live with her parents. An older brother is an adult and lives on his own.

There had been little change in Student 1's medical history since last year. She was seeing an allergist and did not have to use an inhaler for asthma. Her mother had her daughter's vision checked in March, 1999 by an optometrist through the Pacific University College of Optometry. The recommendations included vision therapy to improve eye movement, eye focusing ability and facility, and visual-motor integration. She continued to wear the glasses prescribed for her in January of 1998. The rest of her medical history was unremarkable.

Interviews

Student 1's mother reported that her daughter's report card was pretty good and that her daughter's reading was a little better, especially with comprehension. She said that if it had not been for the SOI Program her daughter would not of known she had a "vision" problem, such as was diagnosed by Pacific University in March 1999, and she would have" continued on the road to failure." Her mother noted the student seemed to be doing better because she did not feel she was being blamed for her lack of progress. Her behavior had improved quite a bit, but she was still stubborn and sometimes obnoxious. Her self-concept was better and she felt more comfortable and secure with things that she had difficulty doing.

SCHOOL INFORMATION

Background Information

Student 1 is in the third grade with a retention in kindergarten. She continues to get help in Title I. This year the student was evaluated and was found to be eligible for services as a student with learning disabilities in reading, math, and written language and was placed on an Individualized Education Program (IEP). She received services in the classroom or in the resource room thirty minutes, four times a week for reading and math and thirty minutes, two times a week for written language.

Observations

Classroom

Student 1's classroom consisted of 25 students. The students' desks were grouped in five desks. The student's desk was close to the door. The student was observed during snack time and doing a health verbal quiz. Student 1 was observed for ten minutes and she was on task 100% of the time (last year it was 90%), as was each of the other two peers. She did volunteer to answer one question, but she was incorrect and the rest of the time she listened.

Playground

Student 1 was observed for about fifteen minutes during the lunch recess playing on the playground. She swung on a swing for about one minute, then she and three girls started to play soccer. Within several minutes, three boys joined them. When the bell rang she walked into the building with two girls. She was smiling.

SOI Learning Lab
Student 1 was observed briefly in the SOI Lab. She interacted appropriately with the other students and participated in several of the activities.

Interviews
Classroom Teacher
The classroom teacher said the student's math was at a mid third grade level and writing was at the beginning third grade level. Her reading had just tested at the 2.4 grade equivalent level, which was an eight month increase over last year. Last year at this time, her academic skills were at the first to the second grade level in all subjects. The teacher shared the results of the Oregon Statewide Assessment. The student had 2s and 3s on the writing assessment and she had a conditional pass. She did not meet the standards on reading or math. (Her scores were not unlike a third of the students in her class on the writing and reading tests, and half of the students in her class for the math tests). Behaviorally, she got along well with her peers, although being a year older than the other students she presented herself as being a little more worldly. It was noted that she could get frustrated on difficult tasks, but if she was helped with the organization of a task, she did better. The teacher reported that the student would sometimes say negative comments about herself at the beginning of the school year. Overall, the teacher stated they were not seeing the behavior problems noticed last school year.

When asked about the SOI Lab, the teacher said that the student's self-concept had improved, she was less frustrated and obstinate, and there was improvement in reading and math. She added that she was a real proponent of the SOI Program because she thought it was the missing link as it broke down the skills, but she added that it needed five years to prove itself.

SOI Specialist
The SOI Specialist noted that Student 1 continued to do well in the SOI Program since she started in 2-98. She stated that the student was able to follow things better with her eyes, her balance was improving, and that she was able to concentrate for longer without being as tired or stressed.

Student 1
When Student 1 was asked about her day at school, she related, "Great, I read but I do have troubles with it, write a lot and math. I have been starting math classes, been studying. My days use to be horrible because (teacher) yelled a lot and I got headaches." When asked, she said that she did not get headaches this year except at home when there was noise from the television. She said that "math" was her favorite subject "because her boyfriend was in it." Her favorite book was the *Goosebumps* series. She revealed that the best thing about herself was that she was "really easy to get along with." She reported that her worst subject was "reading," (the same as last year) while her best subject was "math." When asked about the SOI Lab she said the best thing about it was "the teacher" while the worst thing was doing the "balance board because she had flat feet." When she was asked how the SOI Lab had helped her, she said that it did not really help her but it did make her miss a few things.

Writing Sample

When Student 1 was given a choice to write about her favorite animal or toy, she wrote the following about her favorite animal in four minutes:

> ***My favorite * anomul***
> ***is a cat. I am***
> ***a allergic * too cat's thoe.***
> ***I love the fur on***
> ***them.***

* requested to spell

1998 writing sample:
I like my cat he is very kut (cute) ***to me***

SOI Impact

The student receives services in several programs for academics and this year a new program was added; she was identified as learning disabled and she was placed on an Individualized Education Program (IEP). The classroom teacher reported, like last year, that Student 1 had made academic progress. Although the student was still behind many of her peers, within a year she had made about eight-month growth in reading. Math and written language were demonstrated as stronger skills in the classroom.

The teacher thought the SOI Program had a positive impact on the student's academic gains. The student's parent credited SOI with being the impetus for discovering what she considered to be the root of her daughter's reading problem. The SOI Specialist noted that the student was getting better with some of the activities and the student exhibited better concentration. Student 1 did not connect any of her academics to what she was doing in the SOI Lab. A comparison of writing showed a more complex level this year over last year's sample.

Gray Elementary School
Student 2

HOME INFORMATION

Student 2's chronological age is 11 years and 2 months. He continued to live with his parents and older and younger siblings. With the exception of headaches, his medical history continued to be unremarkable. He still wore the glasses he was prescribed in 1997. His mother related that her son continued to have difficulty with paying attention, concentrating, following directions and staying on task, but this year she had seen major improvement in those areas.

Interview

The parent related that her son continued to have a pretty good self-concept, but since his involvement in the SOI Program she had seen an increase in all areas. She noted that behaviors such as paying attention, concentrating, staying on task, and following directions had all improved greatly since participating in the SOI Lab. In addition, she said his reading, as well as his willingness to read, and writing had improved. She added that she thought the skills he had learned in the SOI Lab had helped her son's speech. Last year she had stated that she did not think that there had been enough time to tell whether or not her son was benefiting from his time in the SOI Lab, but this year she attributed changes in behavior, academics, and speech directly to the SOI Program. She had a concern that the middle school her son would be attending in the fall did not have the program and she wanted to see what she could do to encourage the district to include it in that setting.

SCHOOL INFORMATION

Background Information

Student 2 is in the fifth grade. His school attendance continued to be good. He has the same classroom teacher as last year because the class is a fourth/fifth combination. The classroom teacher reported that the student's written language was his weakest area, while math was a couple of years below grade level. It was reported on the Individualized Education Plan (IEP) dated 11-98 that he was reading at the third grade level with a poor fluency rate.

In the fall of 1997 this student was identified as having a learning disability and was placed on an IEP for reading and written language for which he received services thirty minutes daily in the learning resource room. The 1998 IEP added math, thirty minutes, four times a week, and reading and written language was reduced to thirty minutes, four times a week. He continued services from the Occupational Therapist Assistant for thirty minutes, four times a month. He was dropped from a speech/language IEP because, according to a 11-98 report, "(The student) has made great progress in his articulation abilities. His skills are now within normal limits. His language skills are now commensurate with ability." In addition, the student received services five times a week in Title I for reading, but he was no longer involved with special training for auditory discrimination. He was in the SOI Lab for thirty minutes, four times a week.

Observations

Classroom

Student's 2 classroom consisted of twenty-seven students. The student's desks were arranged in groups and student 2's desk was close to the teacher's desk. He was observed in the classroom during a writing task where he had to copy from the board. He and two peers were observed for 20 minutes. Student 2 were on task 80% of the time (same as last year), while peer 1 was on task 70% of the time and peer 2 was on task 90% of the time.

Playground

Student 2 was observed during a morning recess. He interacted socially with several groups of peers.

SOI Learning Lab

Student 2 was observed in the lab at the end of spring term. He was involved in helping several of the younger students. Throughout this time his behavior was appropriate.

Interviews

Classroom Teacher

When asked about Student 2's abilities, the teacher stated that he had good comprehension, reasoning, and problem-solving skills. She reported the student was behind in math, reading and written language. He was described as not being a behavior problem, although he had some attention seeking behavior. She talked about his improvements since last school year. These included some improvement in self-concept, reading, and motor skills.

The teacher related that the SOI Program was really helping him and she added that it was a "miracle" for the student. Since he was go to a middle school next year and he would not be in a SOI Program in that setting, she expressed concern that he would "slip through the cracks."

SOI Specialist

The SOI Specialist noted that Student 2 had completed all of the treatment plan and that he had graduated out of the SOI Program. She related that he had started in March of 1998 and had finished in June of 1999. She had seen an improvement in hand/eye coordination, and balance. In addition, he had more confidence and was better focused.

Student 2

Student 2 was asked about his day at school. He described his day: "came here, came to SOI, do the balance board, go to PE, do cursive, come back up, go to resource room, read or play a game, come back to class, go to recess, right after recess go to resource room, go to class for ten minutes, go to lunch, to resource room for math and then back to class for twelve minutes then go to Mrs. ___, come up (to class), go home and say 'I am free'." He did not have a favorite book. He related that school was a "pain." His favorite subject was "math." The subject that he thought he did best at was "math, while "reading" was his worst subject (same as last year). He said the best thing about the SOI Lab was the "activities, like the trampoline and arrows", while the worst thing was the "paper work." He reported that he was not sure how SOI had helped him in school.

Writing Sample

When Student 2 was given a choice to write about his favorite animal or toy, he said he would write about his favorite toy. The following he wrote in approximately four minutes:

My favorite toy is a furdy. It my favorite*toy becusy it talk's.
* spelled for him

1998 writing sample:

My faver amal isacat i have 2cat's. one is balk** (black) **and with** (white) **ait hop's lick** (like)**2bund** (bunny) **it is my favet cat in the hose.

SOI Impact

The student remained on an IEP for learning disabilities and speech. He received services from an Occupational Therapist Assistant. His math, reading, and written language continued to be weak.

The classroom teacher and parent had seen improvement in Student 2 in areas of self-concept, behavior, and reading that they attributed to the SOI Program. His mother added that she thought the SOI Program had helped her son improve his speech and writing. The SOI Specialist related that confidence, focussing, and motor control had all improved in the student. The student was not sure how, or if, going to the SOI Lab had helped him in school. Although the student had graduated out of the SOI Lab, both the classroom teacher and parent expressed a concern that he would not be in the program since he would be going to the middle school in the fall.

Vale Elementary School
Student 1

HOME INFORMATION

Interview

Student 1's chronological age is 10 years 1 month. She continues to live with her mother and younger sibling. The student takes Lithium and Prozac daily for a bipolar disorder that was diagnosed about two years ago by a psychiatrist. There were no new developments in Student 1's medical history.

Student 1's mother related that she had requested her daughter be retained in the second grade for the 1998-99 school year. When asked, the student's mother said both she and her daughter thought the retention was a positive experience. Although her daughter still had low self-concept, it now seemed to be on a positive upswing. This was attributed by her mother to a more "improved life style." She stated that her daughter's grades took a "major jump up" and she had seen improvements in writing and that her focussing was much better. Areas that her daughter continued having difficulty with at home included paying attention, following directions, concentrating, staying on task; controlling her behavior; and following the household rules. It was reported all of these areas had improved since last year.

When asked about the SOI Program, she related that it had helped her daughter be more focussed. She related that her daughter had said that going to the SOI Lab was about focussing and concentration.

SCHOOL INFORMATION

Background Information

Student 1 is repeating the second grade. Vale is the only school she has attended and attendance was good. In her school career she has been retained two years, which made her older than the other students in her class. The classroom teacher reported that the student's academic skills were at the beginning-to-middle second grade level in all subjects. Reading continued to be one of her weakest subjects, but it was improving. She described the student as capable and bright, but always wanting attention.

Observations

Classroom

Student 1's classroom consisted of 24 students. The desks were grouped in threes, five, and seven desks. The target student's desk was in a group of three, situated approximately in the middle of the room. The teacher was demonstrating math problems on an overhead and asking for participation from the class. Student 1 raised her hand responding to questions. The class then did worksheets corresponding to the teacher's demonstration. Student 1 was observed for twenty-five minutes. She was on task 72% of the time (last year it was 75%), while one peer was on task for 72% of the time and the other was on task 32% of the time. It was noted that Student 1 requested help several times. Some of the behaviors noted during off-task behavior was looking at what her neighbor was doing, tapping her pencil on the table, marking on her book, and walking around the table.

Playground

Student 1 played by herself for most of the morning recess. When it was time to go into the classroom she forgot her coat and a student reminded her to pick it up. The impression was that Student 1's behavior on the playground continued to be on the fringe of activities and she did not interact much with the students on the playground.

SOI Lab

Student 1 was in the SOI Lab with a small group of students. She was late getting to the SOI Lab because she was in the office giving information about an incident she had witnessed on the playground. In the SOI Lab she did one physical activity (jumped on the trampoline and looked at one of the four different colored shapes as directed by a cassette tape). She put away the equipment and returned to class. The SOI Lab specialist said that student 1 often attended on the trampoline activity for about three minutes.

Interviews

Classroom Teacher

The teacher said Student 1 had problems being on task. It was reported that the student could be overbearing, especially when she worked in groups or on the playground. The teacher thought the student's self-concept was very poor and that in the school setting she did not seem to have friends. Occasionally, she would exhibit "mean" behavior and sometimes used behavior to get attention. Student 1 continued receiving services for reading in Title I. The student participated in Structure of Intellect (SOI) activities in the classroom and in the SOI Lab. The teacher said the student was confident about doing the modules in the classroom, which she thought helped the students with categorizing and helped student 1 in other areas of the curriculum.

When asked, she thought she saw an improvement with the student's confidence in physical education activities attributable to the SOI Program.

SOI Specialist

The SOI Specialist noted that Student 1 had only one activity left to do in the program and thought she would finish the SOI Program Plan by the end of the 1998-99 school year. She reported that the student had a great attitude and her behavior was good this year, a change from last year. Her social skills were reported to be good in the SOI Lab, with some of her behavior leaning toward being a "mother hen" to the other students. The SOI Specialist commented that last year she heard negative comments about the student, but none this year.

Student 1

When asked about her day at school, Student 1 said that school was "fun" (the same comment as last year) and that at school she usually felt "good". She said that the best thing about being her was that "I can be me." When asked, she said her favorite book was "Where the Red Fern Grows" and she added that the teacher had read it to the class. From last year her favorite subject had changed from "spelling" to "math." Again the subject that she thought she was best at was "art", while "writing" gave way to "math" as her worst subject.

Last year she said the best thing about the SOI Lab was that it was "fun and easy," while this year she said, "they listen to me." Again she related that the worst thing about the Lab was "nothing." She said the SOI Lab had helped her to learn and how to study. She commented that last year she had struggled in school, but that this year it was better.

Writing Sample

When Student 1 was given a choice to write about her favorite animal or toy, she wrote about her favorite animal in approximately three minutes:

> ***my vrit (favorite) is a dog.***
> ***her name is Maxine****
> ***is my dog name***
> ***She plays Fetch* with me***
> **evve (every) day aftr school***

*requested spelling of word

1998 writing sample:

My Favorite *amnel is a Hors. and cat and DOG

*requested word to be spelled, but she spelled it incorrectly

SOI Impact

Student 1 had been diagnosed as having a bipolar disorder and was currently taking two medications. Her parent requested that the student be retained thus the student was repeating the second grade this year. Student 1 continued to receive special help from Title I in reading. School personnel did not report academic improvements except for reading, where some progress was seen. Difficulty with social skills and attention continued to be a problem in different settings.

Student 1's mother was more aware this year of what her daughter was doing with SOI and she reported that the program seemed to be helping her daughter with focussing. Contrary to what the student reported last year, the student thought the SOI Lab helped her learning and studying. There was some academic improvement in reading reported, but the improvement was not attributed directly to SOI. The precursors to learning (e.g., study skills, behavior) were attributed to SOI.

Vale Elementary School
Student 2

HOME INFORMATION

Student 2's chronological age is 11 years and 10 months. There is no change in his medical history.

Interview

The student's mother noted her son had made some improvement since last school year with paying attention, concentrating, following directions; staying on task; and writing. She mentioned that peer pressure was still a problem, but some improvement was seen in that area as well. Reading continued to be a problem for him as his mother noted he was dyslexic.

When asked about the SOI Program on behavior or social skills she did not see a correlation with SOI. She did say that although her son still had great difficulty with reading and writing, she saw an improvement in getting his assignments done which might be connected to SOI. She did state that her son complained about going to the SOI Lab because he felt it singled him out and it took him away from the class.

SCHOOL INFORMATION

Background Information

Student 2 is in the fifth grade; Vale is the only school he has attended. His attendance remained good. The classroom teacher reported that math and science (if writing in those subjects was limited) were his strongest academic areas, while the student's reading continued to be a weak area for him. He continued on an Individualized Education Plan (IEP) for learning disabilities and speech.

Observations

Classroom

Student's 2 classroom consisted of 27 students. The student's desks were arranged in groups of six or eight. Student 2's desk was near the work table and across the room from the teacher's desk. He was observed in the classroom during a lecture and then a social studies game. He and two peers were observed for 14 minutes. The student and one peer were on task 100% of the time (last year it was 85%), while the other peer was on task 93% of the time.

Playground

Student 2 was observed briefly during an afternoon recess. He was walking with several peers and appeared to be interacting appropriately.

Interviews

Classroom Teacher

The main concerns about Student 2, as reported by his classroom teacher, were mainly the student's reading and writing. She had seen an improvement this year in his ability to communicate, although he needed to slow down so he could get his thoughts organized. She thought that overall he was fitting in better at school.

When asked, the teacher said she thought the SOI Program was helping but the time spent in the SOI Lab took him away from reading and sometimes language arts.

Resource Room Teacher

In the fall of 1996, Student 2 was identified as having a learning disability and he continued on an Individualized Education Program (IEP) for reading and written language for which he received services thirty minutes daily in the learning resource center. A report by the Resource Room Assistant stated that the student had "reached some of his goals... biggest problem is staying on task... needs to work a lot on getting his thoughts on paper... doesn't like to write." His reevaluation would be due in the fall of 1999 and at that time a decision would be made whether or not to continue services. There had been some question about continuing in the resource room since he was in so many pull-out programs. In addition, he was on an IEP for speech and continued to receive services from the Speech/Language Pathologist for articulation .

SOI Specialist

The SOI Specialist noted that Student 2's attitude about coming to the SOI Lab had changed since last year. She noted that he tended to talk during the workbook tasks and that he had missed many of the sessions. Because of the absences he had much of the program left to do. She related that the student wanted to drop out of the SOI Lab, but his mother had encouraged him to finish this year.

Student 2

Student 2 was asked about his day at school. He related that school was "boring, well kinda." He said school made him feel "tired", while last year he said that school made him feel "bored." He said he did not have a favorite book because he did not read much. The question about the " best thing about being me" elicited the response, "I never thought about that. I don't really care, probably being me." He stated that his favorite subject was still "lunch." The subject that he thought he did best at was the same response he gave last year and that was "math." Last time he reported "Daily Oral Language" was his worst subject, but this year it was "spelling." Last year he thought the best thing about the SOI Lab was that it was "fun", while his response this time was "I don't like this lab at all, I did like it in the fourth grade." When asked why he responded that way, he said "the learning lady took me away from my school work" and" took my grades down."

Writing Sample

When Student 2 was given a choice to write about his favorite animal or toy, he said he would write about his favorite animal. He took forty-five seconds to think about what to write. The following he wrote in approximately two minutes and thirty seconds:

> ***I like my dog ** I got him about***
> ***1 your ago 37 dollers. he Like me***

** He wanted to quit, but he was encouraged to continue.

1998 writing sample:

Dogs are cool. They play withyou. they protect* you. They are menythightof Dogs. thay run fast. Dogsare cool.

*spelled at student's request

SOI Impact

Student 2 was on an IEP for learning disabilities and speech. The classroom teacher reported that in the classroom although he had made some progress, he continued to have difficulties with academic skills, especially written language. The student's mother noted some changes in behavior.

The classroom teacher noted SOI may have had some impact on the Student 2's academic progress. She expressed concerned that the SOI Lab caused the student to miss important activities in the classroom. Last year the student had been in the lab for several months and much of the academic progress was attributed to the student's skills gained in a dyslexia program through a private program. Last year the parent related that she had not had any feedback from the teacher about the SOI Program and that her son had not talked about SOI, but this year she was more informed. She did say that her son had made some improvement in getting his assignments done and that might be attributed to SOI. The parent, student, and classroom teacher were concerned about the time the student was spending out of the classroom. This concern was echoed by the resource room teacher. The student viewed the SOI Lab as fun last year, but this year he was negative about his experience in the SOI Lab.

Table A9.3

SOI Pilot Program 1998-1999 Case Studies Site Visits Calendar	
School	**Visit Date**
Bear Creek Elementary School	6/7/99
McGovern Elementary School	2/1/99; 5/10/99
Milner Crest Elementary School	3/15/99
Rhododendron Elementary School	3/16/99; 4/26/99
Sweetbriar Elementary School	2/23/99; 4/19/99
Thurston Elementary School	1/19/99; 4/2/99; 5/3/99
Waldport Elementary School	3/12/99; 4/26/99
Whitworth Elementary School	1/13/99; 2/22/99; 6/2/99
Second Year Case Studies	
Adrian Elementary School	3/8/99
Gray Elementary School	2/2/99; 6/4/99
Vale Elementary School	3/8/99

Case Studies: Conclusion

Data were collected on 13 students to determine the degree of SOI impact in the areas of self-concept, behavior, and academics. Five students were from the 3 schools that started the SOI Program in 1997-98. Eight students were from schools that started the SOI Program in the 1998-99 academic year. The results varied in each focus area (See Table A9.2) as reported by school professionals, parents, and students themselves.

Three classroom teachers and 3 parents attributed improvements in the self-concept of 3 students to the SOI Program. Another 3 classroom teachers reported improved self-concept for 3 other students in the school setting, but the parents did not report changes in this area.

Improvements in behavior for 4 students ranging from less aggression toward others to improved attention in the classroom were attributed to the SOI Program. These results were reported by 4 classroom teachers and supported by 4 parents. Another 4 parents noted improvements in behavior for 4 other students. One resource room teacher reported a positive change in behavior in 1 student, while 1 student reported positive behavioral changes for himself.

Five teachers and 5 parents reported improvements in academics for the same 5 students. These improvements were related to involvement with the SOI Program. Four students self-reported that the SOI Program had helped them with some aspect of academics. Several classroom teachers and 1 resource room teacher reported gains made in academic skills that the students' parents did not report. In addition, several teachers noted improvements in social skills, confidence, or organization skills. One parent was impressed that vision problems had been discovered and their child had been prescribed corrective lenses.

These results indicate that the SOI Program made a positive impact in one or more areas for all but one student in these 13 case studies. On the surface, these changes could be attributed to the SOI Program solely, but examining the data collected for the case studies, several factors should be considered. The questions asked did not measure degree of change. For some students, changes appeared to be significant, while for others the changes were small or moderate. M of the case study students were receiving multiple services (see Table A9.1), some of wh occurred this academic year. How much of an impact did these other services have on studen improvements? Often changes in students can occur because of maturation, so what part did maturation play in the positive changes seen in these students? Another factor was medical intervention as some students were on medication or had recently been prescribed corrective lenses. What influence did these medical procedures have on the students? One question that should be looked at over time is whether or not these reported improvements are sustained over students' academic careers.

In conclusion, 12 of 13 case study students involved in the SOI Program were reported, from varied sources, to have made a range of improvements in the areas of self-concept, behavior, and academics. However, many of the case study students also were receiving other services in the school and some received medical intervention. These factors, plus the question of whether or not these improvements are sustained, warrant viewing these results with some caution.

Appendix 10a: Data Collection Forms—SOI Schools

Third Party Evaluation of the Effectiveness of the Structure of Intellect Model Schools Pilot Program

TEACHING RESEARCH DIVISION, WESTERN OREGON UNIVERSITY

Data for Year 2: August, 1998 through June, 1999

Question	Relevant Data
1 **academic achievement**	Baseline: '95, '96, '97, '98 Statewide Assessment Data 1999 Oregon Statewide Assessment data in Math, Reading, Writing by school for Grades 3 & 5
2 **special education**	Baseline: Number of children classified "Special Education" (including various sub-categories), and referral rate for assessment in '95-'96, '96-'97, and '97-'98 if available Number of ***referrals*** for Special Education assessment by month and grade
3 **behavior**	Baseline: Number of behavior referrals (referral rate) for '95-'96, '96-'97, and '97-'98, by grade, if available Number of ***referrals*** for unacceptable classroom behavior by month and grade
4 **English language acquisition**	Baseline: Number of children classified ESL/LEP for '95-'96, '96-'97, and '97-'98, by grade, if available Number of students ***leaving*** ESL/LEP programs/ classifications by grade, the ***time*** spent in the program, and the reason for program exit In Grades 3 & 5, number of accommodations and/or modifications granted to students based on English language proficiency
5 **absenteeism/ attendance**	Baseline: Attendance rates for '95-'96 '96-'97, and '97-'98 by grade, if available Monthly and yearly attendance rates
6 **teacher satisfaction**	IDS/SOI teacher satisfaction data, teacher focus groups, case studies

SOI PILOT PROGRAM EVALUATION: SCHOOL DATA FORM FOR QUESTION #2
SPECIAL EDUCATION REFERRALS

Instructions: ***In each box of the form below, please indicate the number of students in your school who were referred for assessment to determine eligibility for special education services. (If records of referrals have not been kept, please write "NR" in the box in question, and provide a brief explanation on the back of this form.) Thank you.***

Please note: ***If your school is a K-5 elementary, please ignore the column for Grade 6.***

Number of students on IEPs: ***Beginning of 1998-99:*** ______________ ***Date:***

End of 1998-99: ______________ ***Date:***

Month/ Year	**Grade Level**							
	K	**1**	**2**	**3**	**4**	**5**	**6**	**School-wide**
Baseline: 1995-96								
1996-97								
1997-98								
SOI: 1998-99 September								
October								
November								
December								
January								
February								
March								
April								
May								
June								

SOI PILOT PROGRAM EVALUATION: SCHOOL DATA FORM FOR QUESTION #3
BEHAVIOR REFERRALS

Instructions: *In each box of the form below, please indicate the number of students in your school who were referred to the Principal or Assistant Principal, or their designee, for unacceptable school behavior (classroom, hall, or playground) by month and grade. (If records of referrals have not been kept, please write "NR" in the box in question, and provide a brief explanation on the back of this form.) Thank you.*

Please note: *If your school is a K-5 elementary, please ignore the column for Grade 6.*

Month/ Year	**Grade Level**							
	K	**1**	**2**	**3**	**4**	**5**	**6**	**School-wide**
Baseline: 1995-96								
1996-97								
1997-98								
SOI: 1998-99 September								
October								
November								
December								
January								
February								
March								
April								
May								
June								

SOI PILOT PROGRAM EVALUATION: SCHOOL DATA FORM FOR QUESTION #4
ENGLISH LANGUAGE ACQUISITION

Instructions: *In the first five rows, please indicate the number of students in your school who were classified ESL/LEP for '95-'96, '96-'97, '97-'98, and beginning of school year 1998-99, and end of school year 1998-99, by grade, if available.*

For subsequent rows (monthly in '97-'98), please indicate the number of students leaving ESL/LEP classifications.

(If records are not available, please write "NR" in the box in question, and provide a brief explanation on the back of this form.)

If there are any students who leave ESL/LEP classification in '98-'99, please indicate on the back of this form the amount of time (in months) the child has spent in ESL/LEP at your school, and give the reason for their exit from the program. Thank you.

Month/ Year	**Grade Level**							
	K	**1**	**2**	**3**	**4**	**5**	**6**	**School-wide**
Baseline: 1995-96								
1996-97								
1997-98								
SOI: Beginning of school year: 1998-99								
End of school year: 1998-99								

SOI PILOT PROGRAM EVALUATION: SCHOOL DATA FORM FOR QUESTION #4
ENGLISH LANGUAGE ACQUISITION (PART 2)

Please note: For any students that are counted in this table (i.e., students who leave ESL/LEP services) please note on the back of this form, or on a separate sheet, the reason for the student's exit from the program, as well as the time the student spent receiving services in your school. Thank you.

Students leaving ESL/LEP services	**Grade Level**							
Month	**K**	**1**	**2**	**3**	**4**	**5**	**6**	**School-wide**
1997-98 September								
October								
November								
December								
January								
February								
March								
April								
May								
June								

SOI PILOT PROGRAM EVALUATION: SCHOOL DATA FORM FOR QUESTION #5
ABSENTEEISM/ATTENDANCE

Instructions: *In each box of the form below, please indicate the* ***attendance rates (in %)*** *for '95-'96, '96-'97, and '97-'98, by grade, if available. If not available, please report "schoolwide" attendance. For 1998-99, please indicate monthly attendance rates. (If attendance records have not been kept, please write "NR" in the box in question, and provide a brief explanation on the back of this form.) Thank you.*

Please note: *If your school is a K-5 elementary, please ignore the column for Grade 6.*

Month/ Year	**Grade Level**							
	K	**1**	**2**	**3**	**4**	**5**	**6**	**School-wide**
Baseline: 1995-96								
1996-97								
1997-98								
SOI: 1998-99 September								
October								
November								
December								
January								
February								
March								
April								
May								
June								

SOI PILOT PROGRAM EVALUATION: SCHOOL DATA FORM FOR QUESTION #7
TEACHER SATISFACTION WITH SOI CURRICULUM

Please distribute this form for completion by each teacher who has used SOI Modules in their classroom. Thank you.

Teacher information:

Grade: ____________________ ***Number of Students: :*** ______________________

SOI Start Date: ____

Frequency of SOI Modules use
(e.g., 20 minutes per day, except Fridays): ____________________________________

Instructions for the teacher:
Using the scale given below, please rate each of the following phrases regarding the SOI curriculum modules by placing a check mark in the appropriate box. Thanks.

0	1	2	3	4	5
It's too early in the use of the SOI Modules to tell	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree

"The SOI curriculum modules were:

1)...easy to use...

2)...enjoyable to teach...

3)...enjoyed by my students...

4)...helpful for my students' learning generally...

5)...particularly helpful for my learning disabled students...

6)...particularly helpful for my students whose behavior in class had been a problem...

7)...satisfying for me as a teacher."

Phrase	0	1	2	3	4	5
1						
2						
3						
4						
5						
6						
7						

Appendix 10b: Data Collection Forms—SOI Comparison Schools

SOI PILOT PROGRAM EVALUATION: SCHOOL DATA FORM FOR QUESTION #2

SPECIAL EDUCATION REFERRALS

1. **Number of students on IEPs:** **Beginning of 1998-99 school year:** ____________

End of 1998-99 school year: ____________

2. **Referrals for Special Education Assessment:**

Instructions: In each box of the grid below, please indicate the number of students in your school who were referred for assessment to determine eligibility for special education services. (If records of referrals have not been kept, please write "NR" in the box in question, and provide a brief explanation on the back of this form.) Thank you.

Please note: If your school is a K-5 elementary, please ignore the column for Grade 6.

	Grade Level							
Year/Month	**K**	**1**	**2**	**3**	**4**	**5**	**6**	**School-wide (totals)**
1998-99 September								
October								
November								
December								
January								
February								
March								
April								
May								
June								

If available, please provide the numbers of students referred for special education assessment in the previous two school years, in the 2 rows below.

1996-97								
1997-98								

Please return to: *Dr. Andrew McConney*
Teaching Research Division
Western Oregon University
Monmouth, OR 97361

SOI PILOT PROGRAM EVALUATION: SCHOOL DATA FORM FOR QUESTION #3

BEHAVIOR REFERRALS

Instructions: In each box of the form below, please indicate the number of students in your school who were referred to the Principal or Assistant Principal, or their designee, for unacceptable school behavior (classroom, hall, or playground) by month and grade. (If records of referrals have not been kept, please write "NR" in the box in question, and provide a brief explanation on the back of this form.) Thank you.

Please note: If your school is a K-5 elementary, please ignore the column for Grade 6.

	Grade Level							
Year/Month	**K**	**1**	**2**	**3**	**4**	**5**	**6**	**School-wide (totals)**
1998-99 September								
October								
November								
December								
January								
February								
March								
April								
May								
June								

If available, please provide the numbers of students referred for unacceptable behavior in the previous two school years, in the 2 rows below.

1996-97								
1997-98								

Please return to: *Dr. Andrew McConney*
Teaching Research Division
Western Oregon University
Monmouth, OR 97361

SOI PILOT PROGRAM EVALUATION: SCHOOL DATA FORM FOR QUESTION #4

ENGLISH LANGUAGE ACQUISITION (part 1)

Instructions for Part 1: In the first two rows, please indicate the number of students in your school who were classified ESL/LEP at the beginning of school year 1998-99, and at the end of school year 1998-99, by grade, if available.

If available, please also provide these data for the previous two school years in the next two rows. If records are not available, please write "NR" in the box, and provide a brief explanation on the back of this form.

	Grade Level							
Year	**K**	**1**	**2**	**3**	**4**	**5**	**6**	**School-wide (totals)**
1998-99 ***Beginning of school year***								
1998-99 ***End of school year***								

If available, please provide the numbers of students served by ESL/LEP programs in the previous two school years, in the 2 rows below.

1996-97								
1997-98								

Please return to: *Dr. Andrew McConney*
Teaching Research Division
Western Oregon University
Monmouth, OR 97361

SOI PILOT PROGRAM EVALUATION: SCHOOL DATA FORM FOR QUESTION #4

ENGLISH LANGUAGE ACQUISITION (part 2)

Instructions Part 2: If there are any students who leave ESL/LEP classification in '98-'99, please record that on the grid below with a check mark (√). For each student who does leave ESL/LEP services, on the back of this form please note the amount of time (in months) the child has spent in ESL/LEP at your school, and give the reason for their exit from the program.

	Students leaving ESL/LEP services/programs							
	Grade Level							
Year/Month	**K**	**1**	**2**	**3**	**4**	**5**	**6**	**School-wide**
1998-99 September								
October								
November								
December								
January								
February								
March								
April								
May								
June								

Please return to: *Dr. Andrew McConney*
Teaching Research Division
Western Oregon University
Monmouth, OR 97361

SOI PILOT PROGRAM EVALUATION: SCHOOL DATA FORM FOR QUESTION #5

ABSENTEEISM/ATTENDANCE

Instructions: In each box of the grid below, please indicate the attendance rates (in %) for school year 1998-99. If possible, please indicate attendance rates by grade and month. If not, quarterly and yearly school-wide rates work well. Thank you.

Please note: If your school is a K-5 elementary, please ignore the column for Grade 6.

Year/Month	**Grade Level**							
	K	**1**	**2**	**3**	**4**	**5**	**6**	**School-wide**
1998-99 September								
October								
November								
December								
January								
February								
March								
April								
May								
June								

If available, please provide your school's (yearly) attendance rates for the previous two school years, in the 2 rows below.

1996-97								
1997-98								

Please return to: *Dr. Andrew McConney*
Teaching Research Division
Western Oregon University
Monmouth, OR 97361